

J H REAGAN HIGH SCHOOL

2013-2014 Campus Catalog

Courses Offered, Student Clubs & Organizations



The catalog contains a list and the description of courses and student clubs and organizations that will be offered to Reagan High School students for the 2013-2014 school year.

2013-2014 Course Catalog

JOHN H. REAGAN HIGH SCHOOL

Reagan is one of the first schools opened in Houston. In 2006, “Transformation Reagan” revamped the campus and academic programs to meet the needs of education in the 21st century. Students are literally learning in a historical landmark that also serves as HISD’s Magnet School of Computer Technology.

Reagan is located in the historic Heights just northwest of downtown. Generations of Houstonians have walked its halls since the doors opened in 1926. Reagan has a long and proud history of notable alumni—Dan Rather, Red Adair, Marcella Perry, Craig Reynolds—and many others. While transformation is an ongoing process, Reagan is returning to its former glory as a school of choice. Students are exposed to many tools that will help them succeed in future studies, in careers, and in life.

Courses offered at John H. Reagan High School conform to the curricular requirements of the Texas Education Agency’s Texas Essential Knowledge and Skills (TEKS), as well as other state and district guidelines. Electives listed in this catalog are not guarantee to be offered every semester. Course availability may be affected by staffing and enrollment constraints.

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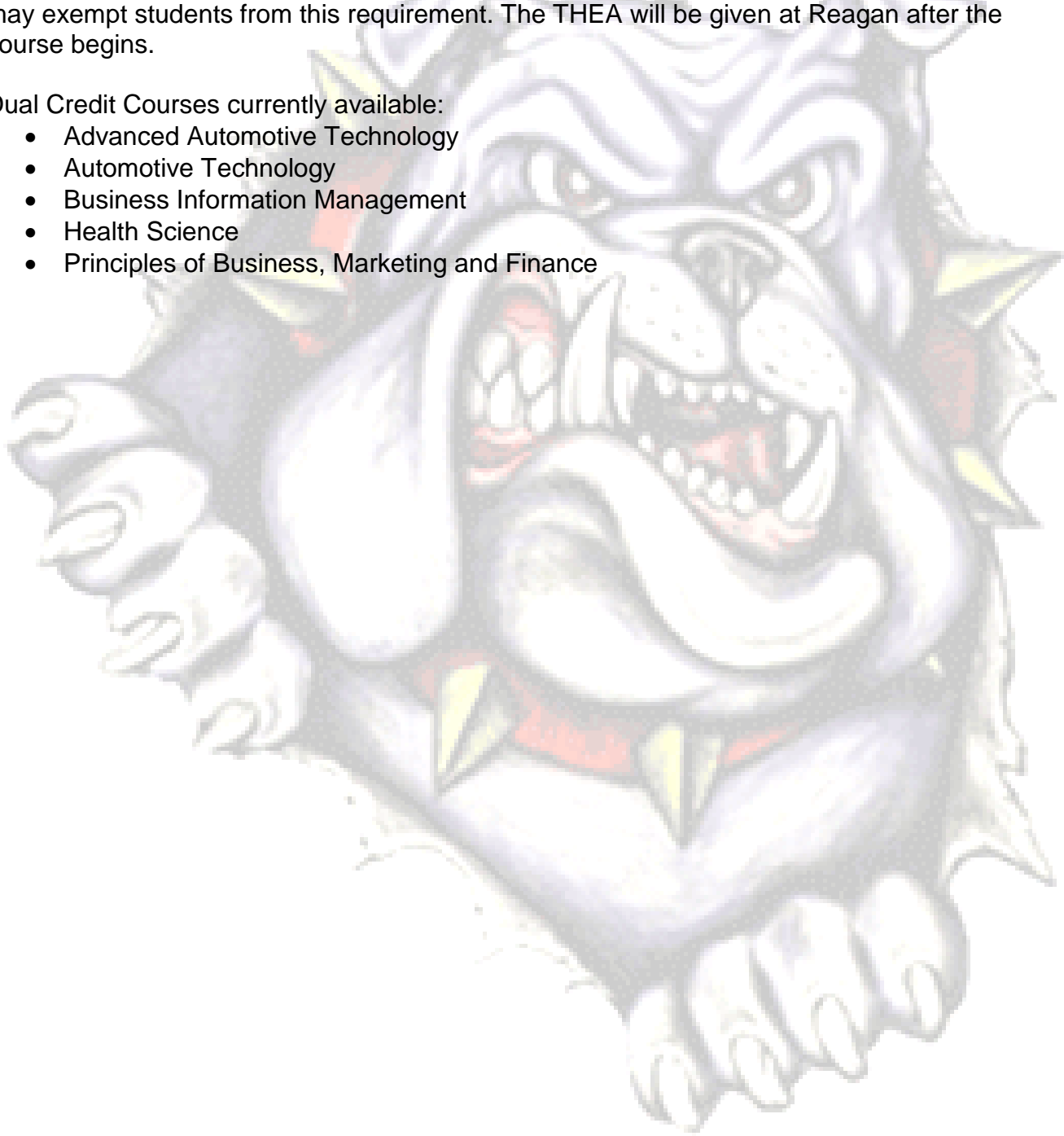
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Dual Credit Courses through Houston Community College Systems

Juniors and seniors can earn high school and college credit by taking Dual Credit courses on the Reagan campus from Houston Community College. Credits transfer easily to most colleges in Texas and are accepted by many schools across the country. Tuition for Houston residents is free, but additional costs will be incurred for textbooks and administration of the THEA test. Qualifying scores on the THEA test are needed, but certain scores on the TAKS, SAT or ACT may exempt students from this requirement. The THEA will be given at Reagan after the course begins.

Dual Credit Courses currently available:

- Advanced Automotive Technology
- Automotive Technology
- Business Information Management
- Health Science
- Principles of Business, Marketing and Finance



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Academy of Business

Technical and academic coursework, combined with leadership, social, civic and business skills, prepares students with a foundation of basic skills that enables them to make sound decisions—whether in life, in advanced studies or in full time employment. Coursework includes a range of classes from accounting, to communications and marketing, to business ownership/entrepreneurship.

Academy of Dual Language

Spain's Ministry of Education and Science has named Reagan as an International Spanish Academy (ISA). The ISA program provides access to double academic accreditation; students are also eligible for summer exchange programs as preparation for the AP Spanish Language and Literature exams.

Academy of Engineering & Architectural Design

Coursework through this academy prepares students for careers or further fields of study including computer, mechanical, manufacturing and civil engineering; architectural field; automotive technology and repair; and interior design.

Academy of Fine Arts

The Fine Arts Academy fosters a community that awakens creativity and the predication of artistic expression through challenging academic coursework. Courses offerings include dance, art, painting, sculpture, studio art, theater art, technical theater, music history, choir, marching band, mariachi band and instrumental ensemble/jazz band.

Academy of Health Science

During the first year, students explore the human body as well as various health careers and medical terminology. During the second year, students gain clinical experience through field lessons and simulated lab experiences in the classroom. Through career preparation class in year three, students gain clinical experience by shadowing health care professionals at various health care facilities. Certification as a Pharmacy Technician is another viable option for senior students.

Magnet Academy of Technology

Reagan has served as Houston ISD's Magnet of Computer Technology for more than 20 years. Course offerings are regularly updated to reflect current computer technology trends in order to give students practical, hands-on skills as well as preparation for post-high school studies.

Magnet Requirements

Acceptance is based on 7th and 8th grade report cards, 7th grade conduct grades and TAKS scores. Scores are weighted competitively. In addition, the following documents are required to complete the application process: previous year's final report card, first grading period of current year report card, immunization record, test record card, permanent record card and proof of HISD residency (utility bill).

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Four Tracks of Study

The Computer Technology Magnet Academy offers five tracks of study:

- Computer Programming
- Business Finance
- Apple Lab/Authorized Training Center
- Information Technology

Track 1: Computer Programming

This coursework teaches students the problem solving, analysis, testing, coding, debugging, troubleshooting and maintenance elements of the implementation of the source code of computer programs. This source code is written in Java Script and is taught through a variety of user interfaces. Students are offered the following courses: Computer Science-I (PAP CS), Computer Science-II (AP CS-A) and Computer Science-III (CS Independent Study). In addition, elective classes in Web Design and Robotics are offered. Typical projects include:

- Mathematical/Logical Reasoning
- Business Applications
- Game Design
- Software Design
- Mobile Device Application Design
- Computer Systems Troubleshooting
- Internet Applications Testing

Track 2: Business Finance

Students focus on concepts of time, money and risk -studying their interrelationship. The courses offer a comprehensive program designed to assist students in developing knowledge and awareness of the global economy, and the role technology has played in the financial system. Students study the world of business through the banking and finance industries. Summer internships and Reagan's co-op programs allow students to gain real world experience. Course sequence includes Accounting I & II, International Marketing, Financial Planning/Marketing Dynamics, Banking & Credit and Entrepreneurship. These courses will teach students about:

- Investment strategies
- Creating their own business
- Managing a stock portfolio
- Managing personal finances
- Creating budgets
- Balancing budgets
- Tax preparation
- Database management

Track 3: Apple Lab w/Video Editing

The Professional Video Editing track is taught by an Apple Certified instructor using Final Cut Pro and Studio Pro software with the most current computer components and camera equipment. Students learn the process of editing video footage in a variety of formats including

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High Definition. They also work with transitions and sound to manipulate the overall video composition. Students have an opportunity to:

- Create Multi-Camera projects
- Use Apple's digital media technology
- Get introduced to Soundtrack Pro
- Learn finishing & post production
- Gain editing and trimming skills
- Learn techniques for cutting dialogue

Course sequence includes Principles of AV, Audio Video Production, Advanced Audio Video Production.

Satisfactory completion of coursework in this Track offers student the opportunity to obtain certification that could be used for employment upon graduation

Track 4: Information Technology

The Information Technology courses develop computer literacy skills to adapt to emerging technologies. The study of digital and interactive media through the Adobe Create Suite allows students to perform and interact in a technology-driven society. Advanced knowledge and skills in application, design and implementation are built into the sequence to prepare students for the current technology environment.

- Word Processing
- Data Table Development
- Desktop Publishing
- Animation
- Creating and Managing Websites
- Editing/Altering Images
- Research in Information Systems Technology

Satisfactory completion of coursework in this Track offers student the opportunity to obtain certification that could be used for employment upon graduation. Students could also earn up to 12 hours of college credit through Houston Community College Systems before graduating high school in this track.

Houston ISD Graduation Requirements

All students must earn 26 credits to graduate from high school in the Recommended Program or Distinguished Achievement Program. Students must also pass the appropriate state-approved exit-level assessment.



High school students who entered 9th grade prior to or during the 2010-2011 school year must take and pass the exit-level Texas Assessment of Knowledge and Skills (TAKS) in order to receive a diploma from a Texas public high school. The STAAR EOC program replaced the Exit-Level TAKS in the 2011-2012 school year. Students who entered Grade 9 in the 2011-2012 school year and after will have the STAAR Exit-Level assessments as part of their diploma requirements.

In addition, they are automatically enrolled in the Recommended High-School Program; but, students can change to other plans with the approval of their parents and school administration.

For details about particular course credits, consult your high-school counselor/dean or call the Department of Counseling and Guidance at 713-556-7019

Texas Scholars

The Texas Scholars program was adopted in 1992 by the Texas Business and Education Coalition (TBEC) and was endorsed that same year by the State Board of Education (SBOE). The program advances a course of study that prepares students to enter a technical school, a community college, a university, or the work force. The Texas Scholars - High School and Beyond Program, a joint effort of school districts and the business community, is endorsed by colleges and universities, the Texas Education Agency, the Texas Business and Education Coalition, and the Houston Independent School District. The Texas Scholars – High School and Beyond Program aims to motivate students to be more focused and purposeful during their high school years and to develop knowledge and skills that are relevant to the job market as well as meet college admissions requirements and to qualify for certain kinds of financial aid.

Beginning with the 9th grade class of 2007-08, to be recognized as a Texas Scholar, students will be required to:

- Graduate from high school having completed the Recommended High School Program, and
- Complete at least two courses while in high school that are eligible for college credit. (These two courses could be AP, IB, Tech Prep/Articulated, or dual credit.)

Grade Classification

Credits Earned	Classification (year)
0–5.5	grade 9 (freshman)
6–11.5	grade 10 (sophomore)
12–17.5	grade 11 (junior)
18 or more	grade 12 (senior)

Classification based on earned credits in August

It is HIGHLY recommended that students meet with their counselor or AP at least once a year to verify that they are taking the correct courses they will need to graduate.

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Career and Technology Education Courses

Reagan High School offers career and technology education programs in Accounting, Auto Mechanics, Business Office Education, Health Science, Engineering with CAD, Marketing Education, Trade and Industrial Technology Education, and Computer/Technology Applications. Certain pathways provide opportunities for students to earn income in a work-related environment with local business partners. Admission to these programs is based on student interest and course prerequisites as listed in the Course Catalogue.

Accounting I

Grade placement: 10-12

Required prerequisite: Principles of Business, Marketing, and Finance

Students investigate the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students reflect on this knowledge as they engage in the process of recording, classifying, summarizing, analyzing, and communicating accounting information. Students formulate and interpret financial information for use in management decision making.

Accounting II

Grade placement: 11-12

Required prerequisite: Accounting I

Students continue the investigation of the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students reflect on this knowledge as they engage in various managerial and cost accounting activities. Students formulate and interpret financial information for use in management decision making.

Automotive Technology

Grade placement: 10-12

Required prerequisite: Energy, Power, and Transportation Systems

Automotive services include knowledge of the function of the major automotive systems and the principles of diagnosing and servicing these systems. In Automotive Technology, students gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. This study allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach the theory of operation of automotive vehicle systems and associated repair practices.

Business Information Management I

Grade placement: 9-12

Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education. Students apply technical skills to address business applications of emerging word-processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software.

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Business Information Management II

Grade placement: 11-12

Required prerequisite: Business Information Management I

Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies, create complex word-processing documents, develop sophisticated spreadsheets using charts and graphs, and make an electronic presentation using appropriate multimedia software.

Business Law

Grade placement: 11-12

Students analyze the social responsibility of business and industry regarding the significant issues relating to the legal environment, business ethics, torts, contracts, negotiable financial instruments, personal property, sales, warranties, and business organizations, concept of agency and employment, and real property. Students apply technical skills to address business applications of contemporary legal issues. Students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate business decisions.

Concepts of Engineering and Technology

Grade placement: 10

This is an introductory engineering class offered to 10th grade students on the three year engineering track. This course explores the relationships between science, technology, math, engineering and industry. Focuses on technology and project based learning.

Digital and Interactive Media

Grade placement: 10-12

Required prerequisite: Principles of Information Technology

Through the study of digital and interactive media and its application in information technology, students will analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and resolve a problem. Students implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. Students enhance reading, writing, computing, communication, and critical thinking and apply them to the information technology environment.

Energy, Power and Transportation Systems

Grade Placement: 9-12

Required prerequisite: Principles of Transportation, Distribution, and Logistics

The businesses and industries of the Transportation, Distribution, and Logistics cluster are rapidly expanding to provide new career opportunities. Students will need to understand the interaction between various vehicle systems, the logistics used to move goods and services to consumers, and the components of transportation infrastructure. Performance requirements will include academic and technical skills. Students prepared to meet the expectations of employers in this industry must be able to interact and relate to others and understand the

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technologies used in order to provide products and services in a timely manner. The increasing demand for employees will provide growth potential.

Entrepreneurship

Grade placement: 9-12

Required prerequisite: Principles of Business, Marketing, and Finance

Students will gain the knowledge and skills needed to become an entrepreneur. Students will learn the principles necessary to begin and operate a business. The primary focus of the course is to help students understand the process of analyzing a business opportunity, preparing a business plan, determining feasibility of an idea using research, and developing a plan to organize and promote the business and its products and services. In addition, students understand the capital required, the return on investment desired, and the potential for profit.

Health Science

Grade placement: 10-12

Required prerequisite: Principles of Health Science and Biology.

The Health Science course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will have hands-on experiences for continued knowledge and skill development. The course may be taught by different methodologies such as clinical rotation and career preparation learning.

Marketing Dynamics

Grade placement: 11-12

Required prerequisite: Fashion Marketing OR Entrepreneurship OR Retailing and e-tailing OR Sports and Entertainment Marketing

Marketing is a series of dynamic activities that focus on the customer to generate a profitable exchange. Students gain knowledge and skills that help them to be proficient in one or more of the marketing functional areas associated with distribution, financing, marketing information management, pricing, product planning, promotion, purchasing, risk management, and selling skills. Students integrate skills from academic subjects, information technology, interpersonal communication, and management training to make responsible decisions. This course may include paid or unpaid career preparation experience.

Medical Terminology

Grade placement: 9-12

This course is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, combining forms, and singular and plural forms, plus medical abbreviations and acronyms. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology. To pursue a career in health science, students should learn to reason, think critically, make decisions, solve problems, and communicate effectively. Students should understand that quality health care depends on the ability to work well with others. Students should identify the employment opportunities, technology, and safety requirements of each system. Students are expected to learn the knowledge and skills necessary to pursue a health science career through further education and employment

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Practicum in Health Science I

Grade placement: 11-12

Required prerequisite: Health Science

Recommended prerequisite: Biology

The Practicum is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.

Practicum in Health Science II

Grade placement: 11-12

Required prerequisite: Health Science

Recommended prerequisite: Biology

The Practicum is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.

Practicum in Marketing Dynamics

Grade placement: 12

Required prerequisite: Marketing Dynamics

Through course required employment, students gain knowledge and skills that help them become proficient in one or more of the marketing functional areas. Students will illustrate appropriate management and research skills to create the marketing mix. This course covers technology, communication, and customer-service skills. The practicum is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. The practicum course is a paid or unpaid experience for students participating in a coherent sequence of career and technical education courses in marketing education.

Principles of Business, Marketing and Finance

Grade placement: 9-11.

In Principles of Business, Marketing, and Finance, students gain knowledge and skills in economies and private enterprise systems, the impact of global business, marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems and settings in business, marketing, and finance.

Principles of Engineering Technology (Blocked with AP Physics B)

Grade placement: 10

This is an intermediate engineering class offered to 11th and 12th grade students on the three year engineering track. This course connects technology, engineering and industrial concepts to the AP Physics curriculum. This course explores topics related to mechanical, electrical and industrial engineering topics. Focuses on technology and project based learning. **Counts as 2 science credits.**

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Principles of Health Science

Grade placement: 9-11

The Principles of Health Science provides an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the health care industry. To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, and communicate effectively. Students should recognize that quality health care depends on the ability to work well with others. The health science industry is comprised of diagnostic, therapeutic, health informatics, support services, and biotechnology research and development systems that function individually and collaboratively to provide comprehensive health care. Students should identify the employment opportunities, technology, and safety requirements of each system. Students are expected to apply the knowledge and skills necessary to pursue a health science career through further education and employment. Professional integrity in the health science industry is dependent on acceptance of ethical and legal responsibilities. Students are expected to employ their ethical and legal responsibilities and limitations and understand the implications of their actions.

Principles of Information Technology

Grade placement: 9-10

Students develop computer literacy skills to adapt to emerging technologies used in the global marketplace. Students implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the information technology environment.

Principles of Transportation, Distribution & Logistics

Grade placement: 9-12

In Principles of Transportation, Distribution, and Logistics, students gain knowledge and skills in the safe application, design, production, and assessment of products, services, and systems. This knowledge includes the history, laws and regulations, and common practices used in the logistics of warehousing and transportation systems. Students should apply knowledge and skills in the application, design, and production of technology as it relates to the transportation, distribution, and logistics industries. This course allows students to reinforce, apply, and transfer their academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings.

Retailing and E-tailing

Grade placement: 9-12

Required prerequisite: Principles of Business, Marketing, and Finance

Students will have the opportunity to develop skills that involve electronic media techniques necessary for a business to compete in a global economy. Students will coordinate online and off-line marketing. Students will demonstrate critical-thinking skills using decision-making models, case studies, various technologies, and business scenarios.

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Research in Information Systems Technology

Grade placement: 12

Required prerequisite: a minimum of two high school information technology courses.

Instructor's approval required if you have not successfully completed two years of high school technology.

Students gain advanced knowledge and skills in the application, design, production, implementation, maintenance, evaluation, and assessment of products, services, and systems. Knowledge and skills in the proper use of analytical skills and application of information technology concepts and standards are essential to prepare students for success in a technology-driven society. Critical thinking, information technology experience, and product development may be conducted in a classroom setting with an industry mentor, as an unpaid internship, or as career preparation.

Web Technologies

Grade placement: 10-12

Required prerequisite: Principles of Information Technology

Through the study of web technologies and design, students learn to make informed decisions and apply the decisions to the field of information technology. Students implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. Students enhance reading, writing, computing, communication, and critical thinking and apply them to the information technology environment.

World Health Research

Grade placement: 11-12

This course examines major world health problems and emerging technologies as solutions to these medical concerns. The course is designed to improve students' understanding of the cultural, infrastructural, political, educational, and technological constraints and inspire ideas for appropriate technological solutions to global medical care issues.

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English As A Second Language (ESL Courses)



These courses are designed for the non-English or limited English-speaking students. ESL focuses on listening, reading, and writing skills that permits transition into content area classes, social use of the language, and exposure to the American culture. Placement of students is determined through oral language proficiency and achievement testing. One credit per year in ESL courses may substitute for English 1 and English 2 credits. Other ESL classes may be taken as electives..

English 1 SOL, Beginning

English 2 SOL, Beginning

Grade: 9-12

Prerequisite: non-English speaking, counselor placement

Credit: 1

Students are given vocabulary, grammar, and language syntax to communicate orally and to express their thoughts in writing. The ESL students receive grades for homework assignments, class participation, quizzes and monthly tests. Evaluations depend upon their mastery of the skills. This, in turn, qualifies them to move to a higher level. Students enrolled in English 1 or 2 SOL are also concurrently enrolled in the ESL Elective and ESL Reading courses.

ESL English Language Development, Beginning

Grade: 9-12

Prerequisite: non-English speaking, counselor placement

Credit: 1

This ESL elective is designed for the non-English speaking student in English 1 or 2 SOL Beginning. The emphasis of this course is on aural and oral communication. They will be able to speak about concrete and abstract ideas with others. This course covers American culture and the opportunities available to students in this unique multicultural environment.

ESL Reading 1 (for English SOL Beginning students)

Grade: 9-12

Prerequisite: non-English speaking, counselor placement

Credit: 1

This course is designed to acquaint the beginning-level student with English consonant and vowel sounds. The students learn about the different consonant blends and the various vowel sounds. They also learn to read sight words.

English 1 SOL, Intermediate

English 2 SOL, Intermediate

Grade: 9-12

Prerequisite: English SOL Beginning

Credit: 1

English SOL Intermediate builds on the broad foundation acquired by students in English SOL Beginning. It begins a curriculum that will bring the student to a broad and varied base of reading, writing, aural, and oral skills through activities that introduce the students to a normalization of their English language study content.

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ESL English Language Development, Intermediate

Grade: 9-12

Prerequisite: English SOL Beginning

Credit: 1

This ESL elective is designed for students in English SOL Intermediate and emphasizes aural and oral communication.

ESL Reading 2 (for ESL 2 students)

Grade: 9-12

Prerequisite: English SOL 1 or 2 Beginning

Credit: 1

This course is designed to go hand in hand with ESL 2 oral communication. The students learn to read basic stories with limited vocabulary. A special emphasis is placed in content understanding and pronunciation improvement.

English SOL 1, Advanced

English SOL 2, Advanced

Grade: 9-12

Prerequisite: English SOL Intermediate

Credit: 1

English SOL Advanced builds on the broad base of grammatical, literary, and writing skills achieved in English SOL Intermediate to future develop and refine these skills and prepare students for the normal English core curriculum they will encounter in Transitional Level English. Homework assignments, class participation, quizzes, and monthly tests grade the ESL students. They are graded according to their mastery of the skills. This in turn qualifies them to move to a higher level.

ESL Reading 3 (for English SOL Advanced students)

Grade: 9-12

Prerequisite: English SOL 1 or 2 Intermediate

Credit: 1

This class is an extension of English SOL Advanced. Students are rapidly improving their English speaking skills, but still benefit from additional help. Students are taught hidden meaning in literature, short stories, and content area information. Quizzes, tests and projects are given to check improvement.

English Transition, Level 1

English Transition, Level 2

English Transition, Level 3

English Transition, Level 4

Grade: 9-12

Prerequisite: advanced level ESL or testing

Credit: 1

Transitional English is a bridge between English as a Second Language and regular English classes. These courses are designed for students who have not been exited from ESL or who are not proficient in English reading and writing. These courses cover the same required curricular elements as the regular English classes, but using appropriate ESL methodology.

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English Language Arts (ELA Courses)



English 1 - Required

Grade: 9

Prerequisite: none

Credit: 1

This two-semester course lays the groundwork for a sequentially developed college-bound literature-based curriculum that builds upon each student's mastery of academic skills in reading, writing, listening, and speaking. The course places emphasis on study skills, vocabulary building, role-playing, research tools, and grammar and usage. Vocabulary study, journal writing, and creative and expository writing are central to the course that covers a variety of literature.

Equivalents

English 1, Magnet

Exclusively for students admitted into the Magnet Program who do not elect to take Advanced Placement courses.

English 1, Pre-Advanced Placement

Rigorous study designed for students preparing to take Advanced Placement classes in English

English 2 - Required

Grade: 10

Prerequisite: English 1

Credit: 1

This two-semester course continues to sequentially develop a college-bound student's academic skills through a literature based curriculum that emphasizes mastery in test preparation, vocabulary building, language structure and usage, reading comprehension through literary analysis, and intense writing in response to reading and thinking. Course content and student performance link academic skills and knowledge to real-life experiences.

Equivalents

English 2, Magnet

Exclusively for students admitted into the Magnet Program who do not elect to take Advanced Placement courses.

English 2, Pre-Advanced Placement

Rigorous study designed for students preparing to take Advanced Placement classes in English

English 3 - Required

Grade: 11

Prerequisite: English 1, English 2

Credit: 1

This course is for the college-bound student interested in developing higher-level cognitive skills necessary to analyze, evaluate and synthesize the historical influences of literature. Emphasis is placed on the chronological development of American literature, which includes

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the Colonial, Revolutionary, and Romantic periods, with the integration of thematic pairings of various genres. A major focus is also placed on exposing the student to various modes of writing, research skills, seminars, and oral communications. Additionally, this course will prepare the student for the PSAT test by reinforcing basic grammar, spelling, analogies, and vocabulary enrichment.

Equivalents

English 3, Magnet

Exclusively for students admitted into the Magnet Program who do not elect to take Advanced Placement courses.

English Language and Composition, Advanced Placement

This college level course is designed to help students become skilled readers of prose written in a variety of rhetorical contexts and to become skilled writers who compose for a variety of purposes. Students are made aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. This course is weighted with one additional quality point.

English 4 - Required

Grade: 12

Prerequisite: English 1, English 2, and English 3

Credit: 1

This two-semester course reinforces and refines students' mastery of academic skills in reading, writing, listening, and speaking that will lead to success in higher education. Continued vocabulary development, reflective and expository writing, grammar and usage review, reading comprehension development through critical literary analysis, and research activities are central to the course. Students read a range of literature with emphasis upon British works. Elements of the novel, drama and poetry are explored.

Equivalents

English 3, Magnet

Exclusively for students admitted into the Magnet Program who do not elect to take Advanced Placement courses.

English Literature, Advanced Placement

The AP English Literature and Composition course is designed to engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students can deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. This course is weighted with one additional quality point.

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Electives in English Language Arts

Communications Applications

Grade: 9-12

Credit: ½

This course focuses on public speaking. Students will gain understanding in the concepts and processes involved in sending and receiving oral messages, evaluating and using nonverbal communication, and listening for a variety of purposes. Students will seek to develop competence in interpersonal, group, and public interaction. Students develop skills in decision making and reducing conflict, as well as sharpening their skills in argumentation, logical and critical thinking, and communication. Analyzing contemporary and controversial issues as a means to finding solutions is a major focus of the courses. Research and writing skills increase as students' research and use proof in their debates. The Debate class forms competition teams and students in the class will be responsible for attending three tournaments per semester. Outside practices may also be included in the coursework.

Creative Writing

Grade: 11 or 12

Prerequisite: English 1 and English 2, teacher recommendation

Credit: 1

This course is designed for students interested in art of creative writing. Students will study writing in a variety of forms including short story, poetry, and drama. The publication of a major student work is a primary goal of the class.

Debate

Grade: 10, 11, or 12

Prerequisite: Audition and Debate Coach Recommendation

Credit: 1

Students are part of Reagan's debate team. As a part of the National Association of Urban Debate Leagues, students will have the opportunity to participate in a variety of debating events and competitions through the school year. The goal is to fuse an enjoyable activity – the mental sport of debating – with the development of intellectual and interpersonal skills

Humanities

Grade: 10, 11, or 12

Prerequisite: NA

Credit: 1

Humanities is an interdisciplinary course in which students recognize writing as an art form. Students read widely to understand how various authors craft compositions for various aesthetic purposes. This course includes the study of major historical and cultural movements and their relationship to literature and the other fine arts. Humanities is a rigorous course of study in which high school students respond to aesthetic elements in texts and other art forms through outlets such as discussions, journals, oral interpretations, and dramatizations. Students read widely to understand the commonalities that literature shares with the fine arts. In addition, students use written composition to show an in-depth understanding of creative achievements in the arts and literature and how these various art forms are a reflection of history. All students are expected to participate in classroom discussions and presentations

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that lead to an understanding, appreciation, and enjoyment of critical, creative achievements throughout history. Understanding is demonstrated through a variety of media.

Journalism

Grade: 11, or 12

Prerequisite: Teacher Recommendation

Credit: 1

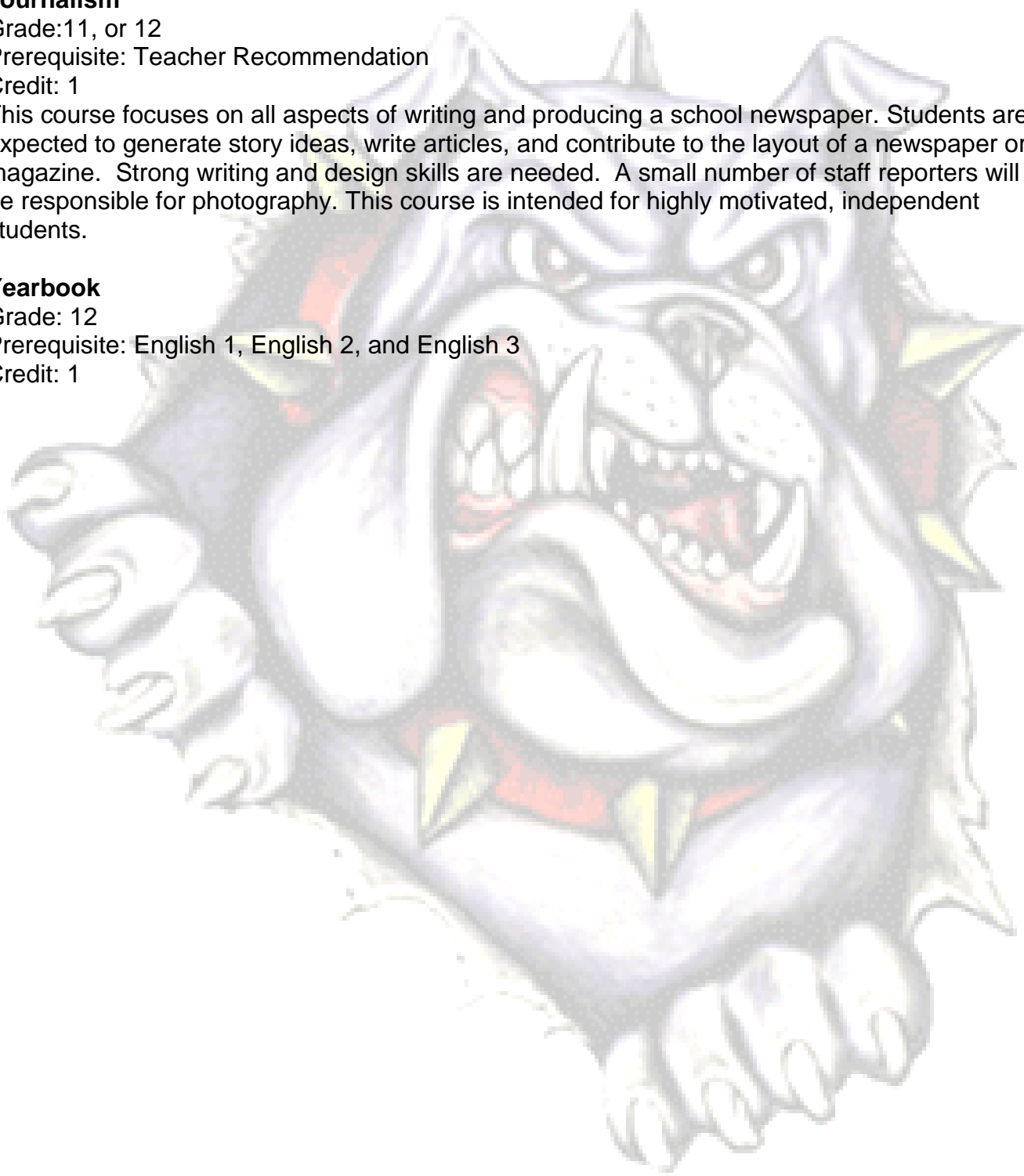
This course focuses on all aspects of writing and producing a school newspaper. Students are expected to generate story ideas, write articles, and contribute to the layout of a newspaper or magazine. Strong writing and design skills are needed. A small number of staff reporters will be responsible for photography. This course is intended for highly motivated, independent students.

Yearbook

Grade: 12

Prerequisite: English 1, English 2, and English 3

Credit: 1



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Fine Arts Courses



Art

Art I (for first year art students)

Grade: 9-12

Credit: 1

This course is designed to be a well-rounded introduction to art ideas, and is aimed at giving students a positive art experience. Art 1 is a two semester course that introduces artistic exploration through principles and elements of 2D representation, projects and visual problem solving, different media and techniques, color, and art history. Students will develop a keener sense of design, observation, and ability to appreciate one's surroundings. Also, this class is aimed at developing students' ability to create original artworks and be productively engaged using personal ideas and solutions. As we explore different mediums and techniques, you will begin to find not only the ones that you will most enjoy or be skilled at, but also begin to see these projects as challenges that can be met through your own personal choices and decisions.

AP Art History

Grade: 9-12

Pre-requisites: Art 1 and/or AP World History, teacher signature

Credit: 1

AP Art History is a two-semester survey course covering in chronological order art from Prehistory to the present. The relationship of art to the culture of its period is explored for both Western and Non-Western art as prescribed by the College Board. The art of each period/culture is studied through both contextual analysis focusing on the historical context of the work, i.e. politics, religion, patronage, gender, function, and ethnicity; and formal/visual analysis focusing on the formal elements of art and design. Students, primarily through viewing slides and digitally-projected software and text images, are encouraged to engage in class discussion, to develop an "eye" for looking at art, and to use art historical terminology to intelligently discuss periods, styles, individual artists, and schools of art. Presentations of material at actual art museums are included in class. This course requires a high degree of commitment to academic work.

AP Studio Art

Grade: 9-12

Pre-requisites: 2-3 years of fine arts classes (minimum 3.00 average), and portfolio submission/review to instructor. Exceptions may be made under special circumstances.

Credit: 1

This course follows the guidelines provided by the AP College Board for submitting the Studio Art Portfolio at the end of the school year. The Studio Art Portfolio has three sections:

Breadth (Section III) requires students to submit 12 slides of works of art that demonstrate a variety of concepts, media, and approaches to art;

Concentration (Section II) requires students to submit 12 slides that demonstrate a series of works organized around a compelling visual concept that grows out of a coherent plan of action or investigation. These 12 cannot be the same as those submitted in Section III

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Quality (Section I) requires the students to submit 5 actual works of art that best exhibit their strengths in synthesizing form, technique, and content. The work should show evidence of exceptional quality, obvious evidence of thinking, a sense of confidence and verve. The works should also address complex visual and/or conceptual ideas, show an imaginative, inventive and confident use of the elements and principles of design, show successful engagement with experimentation and/or risk-taking, be notable for sensitivity and/or subtlety, show purposeful composition, and demonstrate informed decision making. Materials should be used effectively with excellent technique. These five works can come from breadth and/or concentration. The work from this class must meet the standards of an introductory college course and qualify for the AP Portfolio Evaluation when submitted for the AP exam.

Digital Photography and Video

Grade: 9-12

Pre-requisites: Art I

Credit: 1

Digital Photography and Video explores digital media and your creative expression. There are many projects, exercises, and activities planned to develop your experience with digital photography and video. Electing to take Digital Photography and Video means you have an interest in exploring these media, the arts, and your creativity. This course covers concepts, techniques, history, hardware, and software involved in digital photography and video.

The class provides lectures, demonstrations, daily exercises, discussions, tests, projects, research, and presentations. For practice and technique, students will be given examples, and demonstrations that will reflect projects. Students complete assignments through sketching and researching their ideas, then follow through with criteria of assigned projects. Through looking at their own work and work of artists, students will develop an appreciation of art and aesthetics, and learn to make informed judgments about personal art works and the works of others. During class and throughout projects students will be given individual attention and feedback. Students are encouraged to ask as many questions as needed to better understand the lesson. Other materials will also play a role throughout the course whenever relevant and possible. This will take the form of Internet research, reading, and/or videos followed by some form of group discussions or written work.

Painting

Grade: 9-12

Pre-requisites: Art I

Credit: 1

Painting II represents the next level for artistic exploration, and builds on previously learned principles and elements from Art I. Having elected to take Painting II means you have more than a passing interest in the arts and that you are interesting in working to learn more about art making. This course is designed to teach the basics and fundamentals of painting, and improve students' art making ability. Students will learn more about painting by studying and practicing media and techniques, and addressing ideas about concepts and subject matter. We have many engaging painting, 2D activities, and projects planned.

Every Painting II student will work in class on specific exercises as well as complete outside class work each 6 weeks. Students will produce original works of art and use a variety of materials and techniques. They will gain a more in depth understanding of art history focusing on painting and will develop a sense of appreciation of art and aesthetics. The students will

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learn to make informed artistic judgments, expand their visual vocabulary, and improve their ability to talk and critique their personal art works and the works of others. As we explore different mediums and techniques in painting, you will begin to find not only the ones that you will most enjoy or be skilled at, but also begin to see these projects as challenges that can be met through your own personal choices and decisions. I am looking forward to working with you throughout the year.

Choir

Grade: 9-12

Prerequisite: Previous choral experience or Audition

Credit: 1 (Fine arts requirement or elective)

The Reagan Department of Choral Activities provides students with many opportunities to experience the joy of singing. In daily choral rehearsals students are given exercises to strengthen and develop the voice. They then apply the exercises to literature that they are preparing for performance. In addition to providing students the opportunity for vocal development and performance, the Choral Department emphasizes the academic side of music - music literacy. To achieve this literacy, the curriculum stresses the sight-reading skills necessary to enable students to become independent readers. Students learn the solfege system of syllables. As students gain proficiency in sight-reading, the pleasure they derive from signing and listening to music increases greatly. A typical daily rehearsal usually includes: vocal warm-ups and exercise, sight reading a new exercise of 2, 3 or 4 part music, elements of music theory, rehearsal of literature in preparation for concert. Placement in the Reagan High School choirs is based on sight-singing ability, tonal memory, tone quality, attitude, and academic eligibility. All choirs participate in concerts at Reagan, and in HISD choral activities. All students who demonstrate a mastery of skills and maintain academic eligibility will be placed in a choir that participates in various competitions and off campus trips and performances

Chorale (Advanced Choir)

Grade: 9-12

Prerequisite: (Prior choir experience)

Credit: 1 (Fine arts requirement or elective)

Enrollment is by audition and director approval only.

The Chorale, a 30-45 voice mixed choir, is the premiere performing choir at Reagan. Students perform a wide range of choral literature building of the fundamentals of Choir. Highlights of the year include the Holiday Concert in December, the Spring Concert and other invitational performances. The Chorale Participates in Pre-UIL Festivals as well as UIL Concert and Sight-reading Contest in the spring. Members of Chorale are expected to participate in all scheduled choral events and performances.

Dance

The Dance Program at J H Reagan High School provides a creative and rewarding performing art experience. Students in grades 9-12 may enroll in dance and receive fine art or physical education credit. We offer beginning dance classes for those with little, or no, background as well as advanced levels for the most proficient dancer. Our curriculum includes techniques in modern, jazz, tap, and hip hop/break dance. Students study elements of technique and performance as each semester will end with a presentation in concert format.

Beginner Dance 1(Modern), Recommended

Grade: 9-12

Prerequisite: none

Credit: 1 (Fine arts or PE requirement)

In Modern Dance 1, the students will learn to appreciate dance as an art form as well as develop fundamental technical skills with the principals of ballet as the foundation. Individually, students will develop an understanding of kinesthetic awareness, creative expression, and self-confidence through the use of the body as an expressive instrument. To expand their creative potential, students are expected to participate in improvisation, choreography, and performance. Students must purchase, and wear, appropriate dance attire.

Dance 2 (Modern), Recommended

Grade: 9-12

Prerequisite: Modern Dance 1 or placement by audition

Credit: 1 (Fine arts or PE requirement)

Modern Dance 2 is the intermediate level for students who have had Modern Dance 1 (or equivalent training approved of through the audition process). Students will continue their training and the development of technical skills in modern dance. Individually, students will continue working on creative expression, choreography, improvisation, and performance skills. Students must purchase, and wear, appropriate dance attire.

Dance 3 (Modern), Recommended

Grade: 9-12

Prerequisite: Audition only

Credit: 1 (Fine arts or PE requirement)

In Modern Dance 3, students will be working at the intermediate/advanced level. Students will be continuing their study of modern dance technique, improvisational skills, choreography, and performance qualities. Students will be expected to have a heightened sense of spatial awareness and body alignment.

Dance 4 (Modern), Recommended

Grade: 10-12

Prerequisite: Audition Only

Credit: 1 (Fine arts or PE requirement)

Modern Dance 4/Reagan Dance Theatre is a concert dance ensemble. LDT is widely recognized as a first class performing company. Specializing in contemporary dance, this group performs throughout the year in concerts, recruiting shows, conventions, and guest

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appearances, often in collaboration with Dance 4 Hip-Hop. Each dancer is required to engage fully in class work that can include: working with guest artist(s), master classes, faculty/staff-based technique classes and choreography, and peer choreography. Students must have the organizational skills to juggle a heavy rehearsal schedule. LDT participates in a student-based choreography concert in the fall and a formal concert in the spring consisting of faculty and guest artist choreography. Students must maintain appropriate academic standing and meet the requirements of all eligibility policies. Reagan Dance Theatre is only for the most dedicated dancer.

Dance 1 (Hip Hop), Recommended

Grade: 9-12

Prerequisite: none

Credit: 1 (Fine arts or PE requirement)

Hip Hop dance is an idiosyncratic and improvisational style of dance. This class will consist of break, house, capoeira, and pop/lock. Students will learn basic movement as well as the history of hip-hop. Students are evaluated on skill development, class participation, and performance. Students will explore elements of choreography and improvisation. Students are expected to dress appropriately for movement, tennis shoes and loose clothing are essential.

Dance 2 (Hip-Hop), Recommended

Grade: 9-12

Prerequisite: Dance 1 Hip-Hop or placement by audition

Credit: 1 (Fine arts or PE requirement)

This class will continue the study of break, house, capoeira, and pop/lock at an intermediate level. Students will perfect basic movement and add new, more challenging elements of hip-hop dance. Students are evaluated on skill development, class participation, and performance. Students will continue to explore elements of choreography and improvisation. Students are expected to dress appropriately for movement, tennis shoes and loose clothing are essential.

Dance 3 (Hip-Hop), Recommended

Grade: 9-12

Prerequisite: Audition only

Credit: 1 (Fine arts or PE requirement)

In Dance 3 Hip-Hop, students will be working at the intermediate/advanced level. Students will continue their study of the hip-hop dance style as well as the other aspects of the hip-hop culture. Elements of choreography and improvisation will be emphasized. Students are expected to dress appropriately for movement, tennis shoes and loose clothing are essential.

Dance 4 (Hip Hop/Break Dance), Recommended

Grade: 10-12

Prerequisite: Audition only

Credit: 1 (Fine arts or PE requirement)

Dance 4 Hip-Hop/Reagan Dance Theatre is a concert dance ensemble and is widely recognized as a first class performing company. Specializing in break dance, house, capoeira, and pop/lock, this group performs throughout the year in concerts, recruiting shows, conventions, and guest appearances, often in collaboration with Modern Dance 4. Each dancer is required to engage fully in class work that can include working with guest artist(s), master classes, faculty/staff-based technique classes and choreography, and peer

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choreography. Students must have the organizational skills to juggle a heavy rehearsal schedule. LDT participates in a student-based choreography concert in the fall and a formal concert in the spring consisting of faculty and guest artist work(s). Students must maintain appropriate academic standing and meet the requirements of all eligibility policies. Reagan Dance Theatre is only for the most dedicated dancer.

Jazz/Tap Dance, Recommended

Grade: 9-12

Prerequisite: Audition only

Credit: (Fine arts or PE requirement)

This course will include both tap and jazz dance forms. Students must provide flat tap shoes and jazz shoes as well as appropriate dance attire. Technique classes will include warm-up, center combinations, and traveling sequences “across the floor”. Students will explore elements of improvisation and choreography, and dancing with props. The instructor will decide upon the style of dance selected for each performance.

Drill Team, Recommended

Grade: 9-12

Prerequisite: Audition only

Credit: 1 (Fine arts or PE requirement)

The Reagan Redcoats Drill Team offers a wonderful opportunity for students to participate in a wide variety of dance activities. Performance opportunities include Reagan High School football games, pep rallies, competitions, and an annual spring show. Team members are required to purchase uniforms and maintain eligibility requirements. The Redcoats have a heavy rehearsal schedule year-round and is only for the most disciplined and dedicated student.

Music

The Music Department at John H Reagan High School offers a wide variety of opportunities for students who wish to learn about and perform music. The Choir, Band, and Mariachi are enjoying steady growth while continuing to maintain high standards of excellence in teaching and performance.

Piano 1

Grade: 9-12

Prerequisite: none

Credit: 1 (Fine arts requirement or elective)

Beginners and experienced students can learn or refine their piano skills in this first year course.

Advanced keyboard students are encouraged to participate as student accompanist and accompany the choir and participate as jazz band pianist.

Piano 2, 3, 4

Grade: 9-12

Prerequisite: Piano 1 or prior piano studies.

Credit: 1 (Fine arts requirement or elective)

Piano 2 is a continuation of the student's studies and development of their piano skills.

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Advanced keyboard students are encouraged to participate as student accompanist and accompany the choir and participate as jazz band pianist.

Beginning Band

Grade 9 – 10

Prerequisite:

Credit: 1 per year (Fine arts requirement or elective)

There is a \$ 50 instrument maintenance fee due at the time the instrument is given out.

The Beginning Band class is a full year course and offers students a variety of opportunities to develop performance skills on a band instrument. This is an accelerated class providing students with an opportunity to continue musical growth and experience in the high school band program. Students are taught basic note reading, rhythmic counting, breath support and tone production.

Ensemble concepts and skills that pertain to performances are also emphasized.

Band

Grade: 9-12

Prerequisite: By audition & director approval only

Credit: 1 per year (½ PE in the fall, ½ Fine Arts/Elective in the spring)

Enrollment is by audition and director approval only.

There is a \$100.00 instrument maintenance fee (\$50.00 per semester) due before any instrument will be given out.

The Reagan Band Department offers students a wide variety of opportunities to perform on their respective instruments. The Marching Band is the primary function of the band program in the fall semester, performing at all varsity football games and pep rallies. The Marching Band may also participate in several marching competitions/festivals. All the performing bands at Reagan may participate in UIL activities throughout the year. Placement in the Reagan High School Bands is based on playing ability, attitude, and academic eligibility. All students who demonstrate a mastery of skills and maintain academic eligibility will be placed in a band that participates in various competitions and off campus trips and performances.

This class is a full year course. All students must agree to remain in the class both semesters. During marching season, students learning marching fundamentals, marching chart reading, how to play and march simultaneously, spatial awareness, kinesthetic awareness, and movement memory. Physical conditioning is also emphasized. Students should be in good physical condition to participate. A variety of musical styles are performed. Students in the marching band rehearse 6-8 hours per calendar week outside of the regular school day beginning the first week of school until the end of football season, usually sometime in November. Summer marching rehearsals begin the second week in August depending of the needs of the band program and the school calendar.

Freshman marching training sessions are held in June. Marching band students attend all varsity football games including playoff games and pep rallies. Marching rehearsal requirements for playoff games are significantly reduced to about 2 hours per week. Members of the competitive marching band may participate in 2 or more marching contests/festivals.

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Concert season provides students an opportunity to continue musical growth and experience music literature. A variety of musical styles are performed. Individual, small, and large ensemble concepts and skills are emphasized. Performances during the concert season include 2 or more concerts and may include 2 or more festival/contest performances. Students may also participate in a series of auditions related to the All-State process as well as Solo & Ensemble contests.

Percussion

Grades 9 – 12

Prerequisite: By audition and/or director approval only

Credit: 1 per year (1/2 PE in the fall, 1/2 Fine Arts/Elective in the spring)

Enrollment is by audition and director approval only.

There is a \$100.00 instrument maintenance fee (\$50.00 per semester) due before any instrument will be given out.

This class is a full year course. The percussion class is part of the band program and as such performs with the marching and concert band at various activities throughout the year. During marching season the students learn marching fundamentals, marching chart reading, how to play and march simultaneously, spatial awareness, kinesthetic awareness, and movement memory. Students should be in good physical condition to participate because physical conditioning is also emphasized. During marching season, the percussion section practices 6-8 hours per calendar week outside of the regular school day beginning the first week of school until the end of football season, usually sometime in November. Summer marching rehearsals begin the second week in August depending of the needs of the band program and the school calendar.

Freshman marching training sessions are held in June. Percussion students attend all varsity football games including playoff games and pep rallies. Marching rehearsal requirements for playoff games are significantly reduced to about 2 hours per week.

Members of the competitive marching band may participate in 2 or more marching contests/festivals.

Concert season provides students an opportunity to continue musical growth and experience music literature. A variety of musical styles are performed. Individual, small, and large ensemble concepts and skills are emphasized. Performances during the concert season include 2 or more concerts and may include 2 or more festival/contest performances. Students may also participate in a series of auditions related to the All-State process as well as Solo & Ensemble contests.

Jazz Band

Grade: 9-12

Prerequisite: By audition & director approval only

Credit: 1 per year (Fine arts requirement or elective)

Enrollment is by audition and director approval only.

This class is full year course and intended for students who have extensive playing experience and are interested in learning the fundamentals of jazz music. The Jazz Band performs in many public appearances. Students in this class must participate in all performances, both extracurricular and curricular. Space will be limited to standard jazz ensemble instrumentation.

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Wind and percussion players will be required to participate in the regular band program (marching & concert bands).

Mariachi 1(Beginning Mariachi)

Grade: 9-12

Prerequisite: Audition

Credit: 1 (Fine arts requirement or elective)

There is a \$ 50 instrument maintenance fee due at the time the instrument is given out.

The Reagan Mariachi class is a full year course and offers students a wide variety of opportunities to develop performance skills on their respective instruments. Students are provided an opportunity to continue musical growth and experience music and literature in a variety of Mariachi styles. Ensemble concepts and skills that pertain to performances are emphasized. Attendances at performances through the year are required

Mariachi 2 (Advanced Mariachi)

Grade: 9-12

Prerequisite: Audition

Credit: 1 (Fine arts requirement or elective)

Enrollment is by audition and director approval only.

There is a \$ 50 instrument maintenance fee due at the time the instrument is given out.

This class is the premier performing Mariachi at Reagan High School. This class is a full year course and intended for students who have extensive playing experience and are interested in further developing their fundamentals of Mariachi playing. Students will be provided the opportunity to explore and experience a variety of Mariachi literature. The Mariachi Band performs in many public appearances through the school year. . Students in this class must participate in all performances, both extracurricular and curricular. Space will be limited to standard Mariachi ensemble instrumentation. Wind players will be required to participate in the regular band program (marching & concert bands).

Theatre

The Theatre Department at J H Reagan High School continues to create opportunities for a varied group of students interested in the Theatre Arts. Courses offer a general background in theatre both as a performance and technical art.

Theatre Arts 1, Recommended

Grade: 9-12

Prerequisite: None

Credit: 1 (Fine arts requirement or elective)

This course is an overall survey of all the elements that got into a theatrical production. In Theatre 1 the student will explore basic acting techniques, stage terminology, introductory technical theatre skills, and be exposed to the wonderful history and literature of the art of theatre.

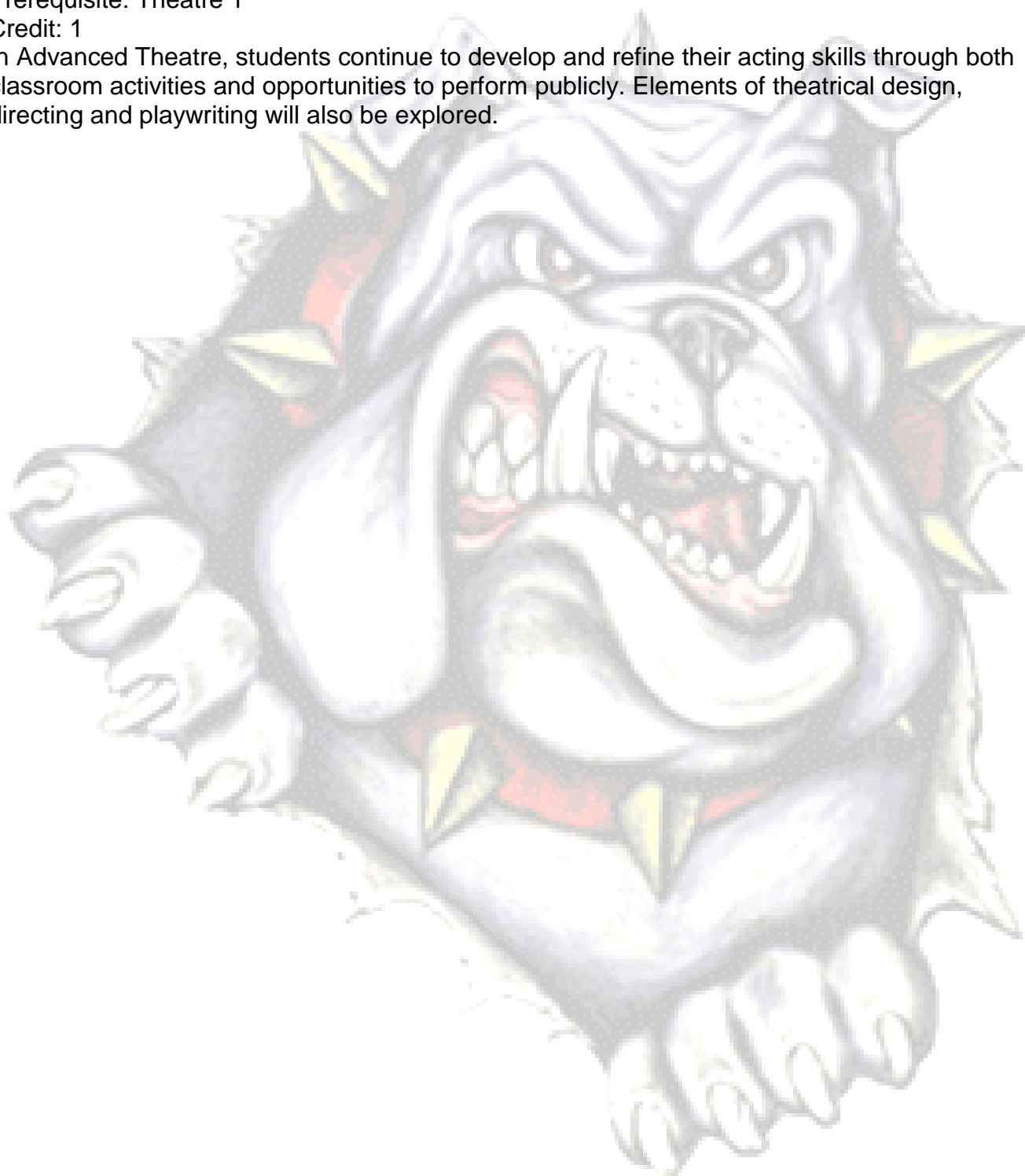
Theatre Arts 2, Theatre Arts 3, Theatre Arts 4, Recommended

Grade: 10-12

Prerequisite: Theatre 1

Credit: 1

In Advanced Theatre, students continue to develop and refine their acting skills through both classroom activities and opportunities to perform publicly. Elements of theatrical design, directing and playwriting will also be explored.



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Health, Physical Education and Athletics Courses



Health, Recommended

Grade: 9

Prerequisite: none

Credit: ½

Students will develop skills that will make them health-literate adults. Students gain a deeper understanding of the knowledge and behaviors they use to safeguard their health -- particularly pertaining to health risks. Students are taught how to access accurate information that they can use to promote health for themselves and others. Students use problem-solving, research, goal-setting and communication skills to protect their health and that of the community.

Foundations of Personal Fitness, Recommended

Grade: 9

Prerequisite: none

Credit: ½ (PE credit towards graduation through 2 credits)

Foundations of Personal Fitness represent a new approach in physical education and the concept of personal fitness. The basic purpose of this course is to motivate students to strive for lifetime personal fitness with an emphasis on the health-related components of physical fitness. The knowledge and skills taught in this course include teaching students about the process of becoming fit as well as achieving some degree of fitness within the class. The concept of wellness, or striving to reach optimal levels of health, is the cornerstone of this course and is exemplified by one of the course objectives: students designing their own personal fitness program. Students will acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to physically active lifestyle. Additional focus is on team sports and individual activities. Concurrent with the activities, students are provided information concerning proper warm-up and conditioning, fundamental skills and rules of the various sports, and a standardized fitness test. After students have completed **Foundations of Personal Fitness**, they may choose two of the following four classes to satisfy their graduation requirements: Team Sports, Individual Sports, Aerobic Activities, and Adventure/Outdoor Education. Not all options will be available each year.

Team Sports, Recommended

Grade: 10-12

Prerequisite: Foundations of Personal Fitness

Credit: ½ (PE credit towards graduation through 2 credits)

Students enrolled in Team Sports are expected to participate in a wide range of team sports that can be pursued for a lifetime. Unit offerings include basketball, soccer, softball, and volleyball. The continued development of health-related fitness and the selection of team sport activities that are enjoyable beyond high school are major objectives of this course.

Athletics

The Reagan Athletic Program is designed to enable student athletes the opportunity to participate in organized, competitive sports. All sports are designed to enhance the students' athletic ability while stressing high academic standards. All Reagan coaches are trained and

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dedicated professionals with the athletes' best interests at heart. All athletes are required to attend practice daily both during in season and off-season training.

The class periods are limited to specific athletic teams. These classes are designed to enhance skills and allow for practice during the school day. All athletes receive physical education credit. Please note that students enrolled in an athletic class must also enroll in a non-credit study lab during the same semester.

Athletics, Recommended

Grade: 9-12

Prerequisite: coach's signature, parent approval form, physical exam by a licensed physician, insurance payment or waiver

Credit: ½ per semester (PE credit towards graduation through 2 credits)

Placement in most sports requires a try out and/or approval by the coach.

BOYS

Baseball

Basketball, JV

Basketball, Varsity

Cross Country

Football

Golf

Soccer

Swimming and Diving

Tennis

Track

Wrestling

GIRLS

Basketball

Cross Country

Golf

Soccer

Softball

Swimming and Diving

Tennis

Track

Volleyball

Wrestling

JV Cheerleading, Recommended

Grade: 9-11

Prerequisite: Audition

Credit: 1 (elective, may substitute for PE)

Cheerleaders promote school spirit at all athletic events, school events, and special events. Freshmen tryouts for incoming 9th graders are held the first week of May. Information will be available in the main office in April. Junior Varsity cheerleaders consist of sophomore and junior class members. Tryouts are held in the spring and the student must be enrolled in Reagan at that time to participate. Tryouts are open to both boys and girls. There is an application process to be eligible to try out.

Varsity Cheerleading, Recommended

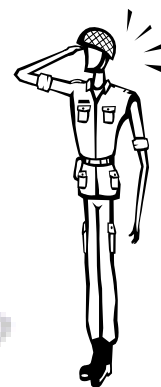
Grade: 11-12

Prerequisite: Audition

Credit: 1 (elective, may substitute for PE)

Varsity cheerleaders consist of juniors and seniors. Tryouts are held in the spring and the student must be enrolled in Reagan at that time to participate. Tryouts are open to both boys and girls. There is an application process to be eligible to try out.

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Junior Reserve Officer Training Corps / JROTC

JROTC 1 / Leadership Education & Training, Recommended

Grade: 9-12

Prerequisite: none

Credit: 1 (Meets the PE requirement for graduation)

This course is an introduction to the Army Junior Reserve Officers Training Corps (JROTC). The course focuses on teaching leadership and promoting citizenship. Over 20 hours of formal classroom instruction are presented to students on leadership skills, the only such specialized course of instruction on leadership at the high school level. Over 60 hours of leadership lab (drill and ceremonies) reinforces the classroom instruction. Students study citizenship, techniques of communications, map reading, community first aid, personal health, and marksmanship safety, participate in cadet challenge (physical fitness competition), and learn inspection preparations. Instruction utilizing teamwork motivates young people to become better Americans. This course may be used as a substitute for PE credit.

JROTC 2 / Leadership Education & Training, Recommended

Grade: 10-12

Prerequisite: JROTC 1

Credit: 1 (Meets the PE requirement for graduation)

Increases the level of achievement demanded in the areas of JROTC 1. In addition, JROTC 2 includes increased emphasis on the study of American military history, the need for increasing active citizenship, individual oral communications, and service learning. This course may be used as a substitute for PE credit.

JROTC 3 / Leadership Education & Training, Recommended

Grade: 11-12

Prerequisite: JROTC 2

Credit: 1 (Meets the PE requirement for graduation)

Instruction includes all areas of JROTC 1 and JROTC 2, and utilizes increased leadership roles of participants in the program. Students are introduced to military career opportunities. Part of the personal health and hygiene instruction includes the dangers of drug abuse. Service learning and orienteering are new blocks of instruction recently added. This course may be used as a substitute for PE credit.

JROTC 4 / Leadership Education & Training, Recommended

Grade: 12

Prerequisite: JROTC 3

Credit: 1 (Meets the PE requirement for graduation)

This course requires a level of performance that three previous years of instruction provide. Students fulfill command and staff functions built upon the leadership roles developed during the prior courses of instruction. Students take an active leadership role in all areas of the program. Students are introduced to military career opportunities. Information and assistance for ROTC and military academy scholarship programs are promoted for college-bound seniors. The cadet leadership runs its own battalion.

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Languages Other Than English (LOTE Courses)

This description can only serve as a general guide. The basic plan for each year may vary slightly according to the language.

First Year Courses

French I, German I, Spanish I (Recommended)

Grade: 9-12

Prerequisite: none

Credit: 1 (No bonus grade points are given for any level in first year languages.)

First-year languages represent the novice progress checkpoint at the high school level.

The novice language learner will deal with the following familiar topics: school and classroom routine; family, home, health, and age; weather, time and measurements; leisure time, sports and vacation; and clothing and colors. The student will develop knowledge and skills in communication, cultures, connections, comparisons, and communities. Communication will be acquired using the skills of listening speaking, reading, and writing. Cultures will be appreciated by gathering knowledge of other cultures. Connections will be constructed by developing relationships with other subjects and by participating in cultural events. Reading will be introduced at the level of beginner/children's books.

Second Year Courses

French II, German II, German II-Pre-AP, Spanish II, (Recommended)

Grade: 9-12

Prerequisite: completion of the first year language or placement by examination

Credit: 1

Students in level 2 continue to develop at the novice level. The novice language learner, while continuing to address familiar topics such as the weather, time, family, age, school, home, travel, health, sports, clothes and foods, will also augment his or her knowledge and skills. Objectives at this level include: enhancing communication skills of listening, speaking, reading, and writing; fostering a deeper appreciation of cultures by gaining greater knowledge and understanding of other cultures. Strengthening the connections with other subjects, emphasizing comparisons with one's first language, and fostering a sense of community through a variety of activities designed to bring about personal enrichment and career development are also part of the curriculum.

Third Year Courses

French III Pre-AP, German III, German III-Pre-AP, Spanish III, Spanish III-PreAP (Recommended)

Grade: 10-12

Prerequisite: completion of the second year language or placement by examination

Credit: 1

The students in level 3 will expand their ability to perform novice tasks and develop their ability to perform the tasks of the intermediate language learner. When dealing with everyday topics, the students will intensify their knowledge and skills in communication,

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cultures, connections, and communities. Students will be presented information and convey short messages on everyday topics. Literature will be introduced. Reading in target languages will be emphasized. Grammar will be stressed and studied. Communities will be integrated through activities, cultural events, and technology to promote lifelong learning.

Fourth Year Courses

AP German Language and Culture, and AP Spanish Language and Culture (Recommended)

Grade: 11-12

Prerequisite: completion of the third year language or placement by examination

Credit: 1

Levels 3 and 4 represent an intermediate progress checkpoint. Using age-appropriate activities, students expand their ability to perform novice tasks and develop their ability to perform the tasks of the intermediate language learner. In classical languages, the skills of listening, speaking, and writing are used to reinforce the skill of reading. Students of classical languages should reach intermediate proficiency in reading by the end of Level 3. Students, by communicating in a language other than English, use the skills of listening, speaking, reading, and writing. Students are expected to engage in oral and written exchanges to socialize, and provide and obtain information, and to interpret and demonstrate understanding of announcements, reports, conversations, and literature. By gaining knowledge and understanding of other cultures, students are expected to use the language at the intermediate level to demonstrate an understanding and awareness of cultural practices and patterns of behavior of the tangible and intangible products of the other cultures. By using the language to make connections with other disciplines in the school curriculum, students will acquire extended access to other information. Additionally, students develop insight into the nature of language and culture by comparing their own language and culture to another. Students are expected to use the language both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate. Ideally, students at this level will show evidence of becoming lifelong learners by using the language for personal enrichment and career development.

NOTE: Seniors enrolled in the IB courses are required to take the IB exam.

Courses for the Fifth Year and Beyond

AP German Literature and AP Spanish Literature

Grade: 12

Prerequisite: completion of the fourth year language or placement by examination

Credit: 1

Levels 5 and beyond represent advanced progress checkpoints. Using age-appropriate activities, students expand their ability to perform intermediate tasks and develop their ability to perform the tasks of the advanced language learner. The advanced language learner of classical languages reads and comprehends authentic texts of prose and poetry of selected authors. The skills of listening, speaking, and writing are used to reinforce the skill of reading. The student is expected to engage in oral and written exchanges to socialize, and provide and obtain information, and to interpret and

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demonstrate understanding of announcements, reports, conversations, and literature. By gaining knowledge and understanding of other cultures, students are expected to use the language at the advanced level to demonstrate an understanding and awareness of cultural practices and patterns of behavior of the tangible and intangible products of the other cultures. Also, by using the language to make connections with other disciplines in the school curriculum, students will acquire extended access to other information. Students develop insight into the nature of language and culture by comparing their own language and culture to another.

NOTE: Students enrolled in the 5th year of an IB foreign language are required to take the IB test.

Native Speaker Series

Spanish for Native Speakers 1, Recommended

Grade: 9-12

Prerequisite: Spanish as a first or dual language

Credit: 1

This course is designed for those students who speak and read Spanish as a first or dual language to fulfill the TEKS for Languages other than English and to meet the TAKS reading and writing objectives. The students will be provided the opportunity to enhance the skills they already possess in the Spanish language in the areas of reading, writing, and speaking.

In the reading domain, students will read literary, cultural, and historical selections to enhance the ability to read for meaning, increase vocabulary, and develop reading strategies. In the writing domain, students will acquire written composition skills to write coherently, including the ability to explain, narrate, and describe in the past, present and future time. In this process, students will achieve an acceptable level of accuracy of expression by using knowledge of language components, including grammar and orthography. In the speaking domain, students will use their knowledge of all components of language to increase their accuracy of expression in face-to-face and public speaking situations. Through this intensive course of study of the Spanish language, students obtain the tools and develop the context needed to connect with other subject areas and to use the language to acquire information and reinforce other areas of study. Students who successfully complete the course will have advanced the development of their native language and will have been provided opportunities for success.

Spanish for Native Speakers 2, Recommended

Grade: 9-12

Prerequisite: Spanish as a first or dual language, teacher approval

Credit: 1

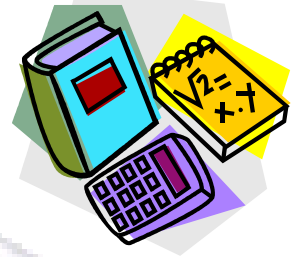
This course is designed for those students who speak and read Spanish as a first or dual language. The students will be provided the opportunity to enhance the skills they already possess in the Spanish language in the areas of reading, writing, and speaking. In the reading domain, students will read literary, cultural, and historical selections to enhance the ability to read for meaning, increase vocabulary, and develop reading strategies. The students will also be provided increased opportunities to compare and

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contrast Spanish with English with a goal of creating fluency in both. In the writing domain, students will acquire written composition skills to write coherently, including the ability to explain, narrate, and describe in the past, present and future time. In this process, students will achieve an acceptable level of accuracy of expression by using knowledge of language components, including grammar and orthography. In the speaking domain, students will use their knowledge of all components of language to increase their accuracy of expression in face-to-face and public speaking situations.



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Mathematics Courses

Advanced Mathematical Decision Making / Advanced Quantitative Reasoning (2010)

Grade: 12

Prerequisite: Algebra-II with a grade of B or above, Concurrent enrollment in Pre-PA pre-Calculus, Calculus AB or Calculus BC, and a desire to pursue an engineering-related career.

Credit: 1

This is a mathematics course that follows Algebra I, Geometry, and Algebra II. The course emphasizes statistics and financial applications, and it prepares students to use algebra, geometry, trigonometry, and discrete mathematics to model a range of situations and solve problems.

Algebra 1 - Required

Grade: 9

Prerequisite: none

Credit: 1

In this course, the student understands that a function represents a dependence of one quantity on another and can be described in a variety of ways; uses the properties and attributes of functions; understands how algebra can be used to express generalizations and recognizes and uses the power of symbols to represent situations; understands the importance of the skills required to manipulate symbols in order to solve problems and uses the necessary algebraic skills required to simplify algebraic expressions and solve equations and inequalities in problem situations; understands that linear functions can be represented in different ways and translates among their various representations; understands the meaning of the slope and intercepts of the graphs of linear functions and zeros of linear functions and interprets and describes the effects of changes in parameters of linear functions in real-world and mathematical situations; formulates equations and inequalities based on linear functions, uses a variety of methods to solve them, and analyzes the solutions in terms of the situation; formulates systems of linear equations from problem situations, uses a variety of methods to solve them, and analyzes the solutions in terms of the situation; understands that the graphs of quadratic functions are affected by the parameters of the function and can interpret and describe the effects of changes in the parameters of quadratic functions; understands there is more than one way to solve a quadratic equation and solves them using appropriate methods; understands there are situations modeled by functions that are neither linear nor quadratic and models the situations.

Equivalents

Algebra-I, Magnet

Exclusively for students admitted into the Magnet Program who do not elect to take Advanced Placement courses.

Algebra-I, Pre-Advanced Placement/Pre-International Baccalaureate

Rigorous study designed for students preparing to take Advanced Placement and International Baccalaureate mathematics courses.

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Algebra-II, Recommended, CR

Grade: 10-12

Prerequisite: Algebra-I, Geometry with a grade of C or above and a passing score on the Grade-10 TAKS Math Test OR Mathematical Models with Applications

Note: TEA does not allow any student who has been enrolled in Algebra 2 to enroll in MMA.

Credit: 1

In this course, the student uses properties and attributes of functions and applies functions to problem situations; understands the importance of the skills required to manipulate symbols in order to solve problems and uses the necessary algebraic skills required to simplify algebraic expressions and solve equations and inequalities in problem situations; formulates systems of equations and inequalities from problem situations, uses a variety of methods to solve them, and analyzes the solutions in terms of the situations; connects algebraic and geometric representations of functions; knows the relationship between the geometric and algebraic descriptions of conic sections; understands that quadratic functions can be represented in different ways and translates among their various representations; interprets and describes the effects of changes in the parameters of quadratic functions in applied and mathematical situations; formulates equations and inequalities based on quadratic functions, uses a variety of methods to solve them, and analyzes the solutions in terms of the situation; formulates equations and inequalities based on square root functions, uses a variety of methods to solve them, and analyzes the solutions in terms of the situation; formulates equations and inequalities based on rational functions, uses a variety of methods to solve them, and analyzes the solutions in terms of the situation; formulates equations and inequalities based on exponential and logarithmic functions, uses a variety of methods to solve them, and analyzes the solutions in terms of the situation.

Calculus AB, AP

Grade: 11-12

Prerequisite: P-AP/P-IB Pre-Calculus with a grade of C or above

Credit: 1

This course enables students to work with functions represented in a variety of ways: graphical, numerical, analytical, or verbal. They will understand the connections among these representations; the meaning of the derivative in terms of a rate of change and local linear approximation and be able to use derivatives to solve a variety of problems; the meaning of the definite integral both as a limit of Riemann sums and as the net accumulation of change and be able to use integrals to solve a variety of problems; the relationship between the derivative and the definite integral as expressed in both parts of the Fundamental Theorem of Calculus. Additionally, the student will communicate mathematics both orally and in well-written sentences and be able to explain solutions to problems; model a written description of a physical situation with a function, a differential equation, or an integration; use technology to help solve problems, experiment, interpret results, and verify conclusions; determine the reasonableness of solutions, including sign, size, relative accuracy, and units of measurement; and develop an appreciation of calculus as a coherent body of knowledge and as a human accomplishment.

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Geometry, Recommended, CR

Grade: 9-12

Prerequisite: Algebra-I

Credit: 1

In this course, the student understands the structure of, and relationships within, an axiomatic system; analyzes geometric relationships in order to make and verify conjectures; applies logical reasoning to justify and prove mathematical statements; uses a variety of representations to describe geometric relationships and solve problems; is expected to select an appropriate representation (concrete, pictorial, graphical, verbal, or symbolic) in order to solve problems; uses a variety of representations to describe geometric relationships and solve problems; analyzes the relationship between three-dimensional geometric figures and related two-dimensional representations and uses these representations to solve problems; understands that coordinate systems provide convenient and efficient ways of representing geometric figures and uses them accordingly; uses tools to determine measurements of geometric figures and extends measurement concepts to find perimeter, area, and volume in problem situations; analyzes properties and describes relationships in geometric figures; applies the concept of congruence to justify properties of figures and solve problems; applies the concepts of similarity to justify properties of figures and solve problems.

Equivalent

Geometry, P-AP/P-IB

Prerequisite: P-AP/P-IB Algebra 1 with a grade of C or above OR Algebra 1 with a grade of B or above and supporting evidence AND a passing score on the most recent TAKS Math Test

Rigorous study designed for students preparing to take Advanced Placement and International Baccalaureate mathematics courses.

Mathematical Models with Applications (MMA)

Grades: 11

Prerequisites: Algebra-1, Geometry with a grade of D OR a failing score on the Grade-10 TAKS Math Test Note: TEA does not allow any student who has been enrolled in Algebra 2 to enroll in MMA.

Credit: 1

In this course, the student uses a variety of strategies and approaches to solve both routine and non-routine problems; uses graphical and numerical techniques to study patterns and analyze data; develops and implements a plan for collecting and analyzing data (qualitative and quantitative) in order to make decisions; uses probability models to describe everyday situations involving chance; uses functional relationships to solve problems related to personal income; uses algebraic formulas, graphs, and amortization models to solve problems involving credit; uses algebraic formulas, numerical techniques, and graphs to solve problems related to financial planning; uses algebraic and geometric models to describe situations and solve problems; uses algebraic and geometric models to represent patterns and structures.

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Equivalents

Algebra 2, P-AP/ P-IB

Grade: 10-11

Prerequisite: P-AP/P-IB Algebra-I with a grade of C or above OR Algebra-I with a grade of B or above and supporting evidence AND a passing score on the most recent TAKS Math Test

Rigorous study designed for students preparing to take Advanced Placement and International Baccalaureate mathematics courses.

Pre-Calculus, Recommended

Grade: 11-12

Prerequisite: Algebra-II and Geometry

Credit: 1

In this course, the student defines functions, describes characteristics of functions, and translates among verbal, numerical, graphical, and symbolic representations of functions, including polynomial, rational, power (including radical), exponential, logarithmic, trigonometric, and piecewise-defined functions. Additionally, the student interprets the meaning of the symbolic representations of functions and operations on functions to solve meaningful problems; uses functions and their properties, tools and technology, to model and solve meaningful problems; uses sequences and series as well as tools and technology to represent, analyze, and solve real-life problems; uses conic sections, their properties, and parametric representations, as well as tools and technology, to model physical situations; and uses vectors to model physical situations.

Equivalent

Pre-Calculus, P-AP/ P-IB

Grade: 10-11

Prerequisite: P-AP/P-IB Algebra-II with a grade of C or above OR Algebra-II with a grade of B or above and supporting evidence AND a passing score on the most recent TAKS Math Test.

Rigorous study designed for students preparing to take Advanced Placement and International Baccalaureate mathematics courses.

Probability and Statistics, AP

Grade: 11-12

Prerequisite: P-AP/P-IB Algebra-II with a grade of C or above OR Algebra 2 with a grade of B or above and supporting evidence

Credit: 1

This course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: Exploring Data: Describing patterns and departures from patterns; Sampling and Experimentation: Planning and conducting a study; Anticipating Patterns: Exploring random phenomena using probability and simulation; Statistical Inference: Estimating population parameters and testing hypotheses;

Electives in Mathematics

Computer Science-I (PAP CS)

Grade: 9-10

Prerequisite: Algebra

Credit: 1

This course facilitates the student development of organizational, logical, and analytical skills to utilize object-oriented programming to solve problems. It is intended to provide a foundation for success in AP Computer Science-A.

Computer Science-II (AP CS-A)

Grade: 10-11

Prerequisite: Computer Science-I

Credit: 1

This course emphasizes object-oriented programming methodology with an emphasis on problem solving and algorithm development and is meant to be the equivalent of a first-semester course in computer science. It also includes the study of data structures and abstraction.

Computer Science-III (Independent Study)

Grade: 11-12

Prerequisite: Computer Science-II

Credit: 1

This course uses the knowledge gained in AP Computer Science-A in real world applications. Individual and team projects are completed in a simulated work environment. Project topics are chosen to provide exposure to and increased understanding of current trends in the field of computer science.

Engineering Mathematics

Grade: 11-12

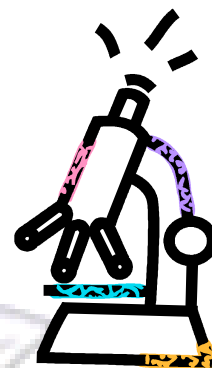
Prerequisite: Algebra-II with a grade of B or above, Concurrent enrollment in Pre-PA pre-Calculus, Calculus AB or Calculus BC, and a desire to pursue an engineering-related career.

Credit: 1

This is an advanced math class that connects technology engineering and industrial concepts to the math curriculum. It focuses on technology and project based learning and explores topics related to mechanical and computer engineering.

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Science Courses



Integrated Physics & Chemistry (Optional for Identified Students)

Grade: 9 or 10

Prerequisites: none

Credit: 1

In Integrated Physics and Chemistry, students conduct laboratory and field investigations, use scientific methods during investigation, and make informed decisions using critical thinking and scientific problem solving. This course integrates the disciplines of physics and chemistry in the following topics: force, motion, energy, and matter.

Biology - Required

Grade: 9 or 10

Prerequisites: Middle School Placement or IPC

Credit: 1

In Biology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Biology study a variety of topics that include: structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; and ecosystems and the environment.

Equivalents

Biology, Magnet

Exclusively for students admitted into the Magnet Program who do not elect to take Advanced Placement courses.

Biology – Advanced Placement

Grade: 11 or 12

Prerequisites: Biology, Chemistry

Credit: 1

This course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. The two main goals of AP Biology are to help students develop a conceptual framework for modern biology and to help students gain an appreciation of science as a process. Primary emphasis is on developing an understanding of science as a process rather than as an accumulation of facts; personal experience in scientific inquiry; recognition of unifying themes that integrate the major topics of biology; and application of biological knowledge and critical thinking to environmental and social concerns.

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Chemistry - Required

Grade: 10 or 11

Prerequisites: Biology

Recommended Prerequisite: Algebra I

Credit: 1

In Chemistry, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include characteristics of matter, use of the Periodic Table, development of atomic theory and chemical bonding, chemical stoichiometry, gas laws, solution chemistry, thermochemistry, and nuclear chemistry. Students will investigate how chemistry is an integral part of our daily lives.

Equivalents

Chemistry, Magnet

Exclusively for students admitted into the Magnet Program who do not elect to take Advanced Placement courses.

Chemistry – Advanced Placement

Grade: 11 or 12

Prerequisites: Biology, Chemistry, Algebra 2

Credit: 1

This course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Students attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course develops students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. Topics covered, emphasize chemical calculations and the mathematical formulation of principles. Students participate in a variety of laboratory experiments

Physics

Grade: 11 or 12

Credit: 1

In Physics, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: laws of motion; changes within physical systems and conservation of energy and momentum; forces; thermodynamics; characteristics and behavior of waves; and atomic, nuclear, and quantum physics. Students who successfully complete Physics will acquire factual knowledge within a conceptual framework, practice experimental design and interpretation, work collaboratively with colleagues, and develop critical thinking skills.

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Equivalents

Physics, Magnet

Exclusively for students admitted into the Magnet Program who do not elect to take Advanced Placement courses.

Physics – Advanced Placement

Grade:11 or 12

Prerequisites: Biology, Chemistry, Algebra 2

Recommended Prerequisite: Physics

Credit: 1

This course provides a systematic introduction to the main principles of physics and emphasizes the development of conceptual understanding and problem-solving ability using algebra and trigonometry, but rarely calculus. It is a one-year course which includes a laboratory component. Although it is not the usual preparation for more advanced physics and engineering courses, the course provides students with a foundation in physics.

Scientific Research and Design (blocked with AP Chemistry)

Grade: 11 or 12

Prerequisites: Geometry & Pre-AP Chemistry with a “B” or better and a desire to pursue an engineering-related career.

Credit: 2

Intermediate engineering class, offered to junior and seniors for 2013-2014. This course connects technology, engineering and industrial concepts to the AP physics curriculum. It also focuses on technology and project-based learning and explores topics related to chemical and petroleum engineering. **Counts as two science credits;** thermodynamics; characteristics and behavior of waves; and atomic, nuclear, and quantum physics. Students who successfully complete Physics will acquire factual knowledge within a conceptual framework, practice experimental design and interpretation, work collaboratively with colleagues, and develop critical thinking skills.

Electives in Science

Anatomy & Physiology of Human Systems

Grade:11 or 12

Prerequisites: Biology, Chemistry

Credit: 1

This is a two-semester, laboratory-oriented course emphasizing the interrelationships of body organ systems, homeostasis, and complementary structures and functions. It includes emphasis on manipulative laboratory skills, skills in acquiring data through the observation and dissection of anatomical structures, the examination of physiological systems, and the use of medical terminology. Students will be provided opportunities to apply the principles of human anatomy and physiology to human health and well being.

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Aquatics

Grade:11 or 12

Prerequisites: Biology, Chemistry

Credit: 1

In Aquatic Science, students study the interactions of biotic and abiotic components in aquatic environments, including impacts on aquatic systems. Investigations and field work in this course may emphasize fresh water or marine aspects of aquatic science depending primarily upon the natural resources available for study near the school. Students who successfully complete Aquatic Science will acquire knowledge about a variety of aquatic systems, conduct investigations and observations of aquatic environments, work collaboratively with peers, and develop critical-thinking and problem-solving skills.

Astronomy

Grade : 12

Prerequisite: 1 science credit

Credit: 1

In Astronomy, students conduct laboratory and field investigations, use scientific methods, and make informed decisions using critical thinking and scientific problem solving. Students study the following topics: astronomy in civilization, patterns and objects in the sky, our place in space, the moon, reasons for the seasons, planets, the sun, stars, galaxies, cosmology, and space exploration. Students who successfully complete Astronomy will acquire knowledge within a conceptual framework, conduct observations of the sky, work collaboratively, and develop critical-thinking skills.

Earth and Space Science (ESS)

Grade:11 or 12

Prerequisites: Biology, Chemistry

Credit: 1

In Earth Space Science, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. ESS is a capstone course designed to build on students' prior scientific and academic knowledge and skills to develop understanding of Earth's system in space and time.

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Social Studies Courses

World Geography – Required

Grade: 9

Prerequisite: none

Credit: 1

In this course, students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on events of the past and present. A significant portion of the course centers on the physical processes that shape patterns in the physical environment such as the characteristics of major land forms, climates, and ecosystems and their interrelationships. The political, economic, and social processes that shape cultural patterns of regions are also studied.

Equivalents

World Geography, Magnet

Exclusively for students admitted into the Magnet Program who do not elect to take Advanced Placement courses.

World Geography, Pre-Advanced Placement

Rigorous study designed for students preparing to take Advanced Placement classes in Social Studies

Human Geography, Advanced Placement

Human Geography is to introduce the highly advanced social science student to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.

World History - Required

Grade: 10

Prerequisite: none

Credit: 1

This is a survey course that presents a chronological narrative of world history. The fall semester begins with the earliest civilizations and progresses to the 16th century. The spring semester continues the narrative through the 20th century ending with the political events of the 1980s. Emphasis is on the continued refining of social studies related skills and awareness of the development of the human story.

Equivalents

World History, Magnet

Exclusively for students admitted into the Magnet Program who do not elect to take Advanced Placement courses.

World History, Advanced Placement

This college level course is designed to develop a greater understanding of the evolution of human history and the interaction between various societies. The student is required to use higher level analytical skills while exploring the numerous causes and consequences found in the story of human civilization, comparing and contrasting the rise and fall of major societies. The course emphasizes the use of historical evidence to track societal changes and to evaluate historical events.

United States History since Reconstruction – Required

Grade: 11

Prerequisite: none

Credit: 1

This course is a survey of United States history from 1877 to the present. The fall semester begins with a review of key issues and the principles upon which the United States was established and continues through World War I and its aftermath. The spring semester covers United States history from World War I to the present. While social studies related skills continue to be developed, students explore and analyze the political, economic, and social streams that have influenced the growth and development of the American nation.

Equivalents

United States History, Magnet

Exclusively for students admitted into the Magnet Program who do not elect to take Advanced Placement courses.

United States History, Advanced Placement

As students study a survey of United States history, they learn to more effectively use their analytical skills to respond critically to the problems and issues of American history. The scope of the course spans the growth and development of the United States from colonial exploration through the current War on Terror. Students learn to assess historical materials—their relevance to a given interpretive problem, their reliability, and their importance—and to weigh the evidence and interpretations presented in historical scholarship.

United States Government - Required

Grade: 12

Prerequisite: Geography, World History, U.S. History

Credit: ½

This one-semester survey course covers foundations and development of the United States' political system and the structures and functions of the United States government. Students analyze the U.S. Constitution and evaluate how it limits the role of government and influences the exercise of individual rights. Using primary and secondary sources, students evaluate the role of government on the federal, state, and local levels.

Equivalents

United States Government and Politics, Advanced Placement

This course provides an analytical perspective on government and politics in the United States. The class involves both the study of general concepts used to

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interpret United States politics and the analysis of specific case studies. It requires familiarity with the various institutions, groups, beliefs, and ideas that constitute the political reality in America.

Economics - Required

Grade: 12

Prerequisite: Geography, World History, and U.S. History

Credit: ½

This one-semester course analyzes the major characteristics, benefits and goals of the US free enterprise system. Students will compare and contrast various economic systems and analyze the role of societal values in determining the economy of a country. The course examines the monetary system, the business cycle, and global economics. Students will identify the rights and responsibilities of consumers and will evaluate the economic impact of investing in the stock and bond markets.

Equivalents

Microeconomics

Microeconomics provides a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.

Electives in Social Studies

Psychology & Sociology

Grade: 11 or 12 with priority given to 12

Prerequisite: None

Credit: 1 (1/2 for each semester if both courses are not completed)

In the fall semester students study the development of the individual and the personality. The course is built on an historical framework and relies on the effective collection and analysis of data. Topics include theories of human development, personality, motivation, and learning. In the spring semester students study the dynamics and models of individual and group relationships. Additional topics include the history and systems of sociology, cultural and social norms, social institutions, and mass communication.

Psychology, Advanced Placement

Grade: 11 or 12 with priority given to 12

Prerequisite: Commitment to full year of study

Credit: 1 (This is a full year course with the fall semester coded as AP Psychology and the spring semester coded as research topics.)

This course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

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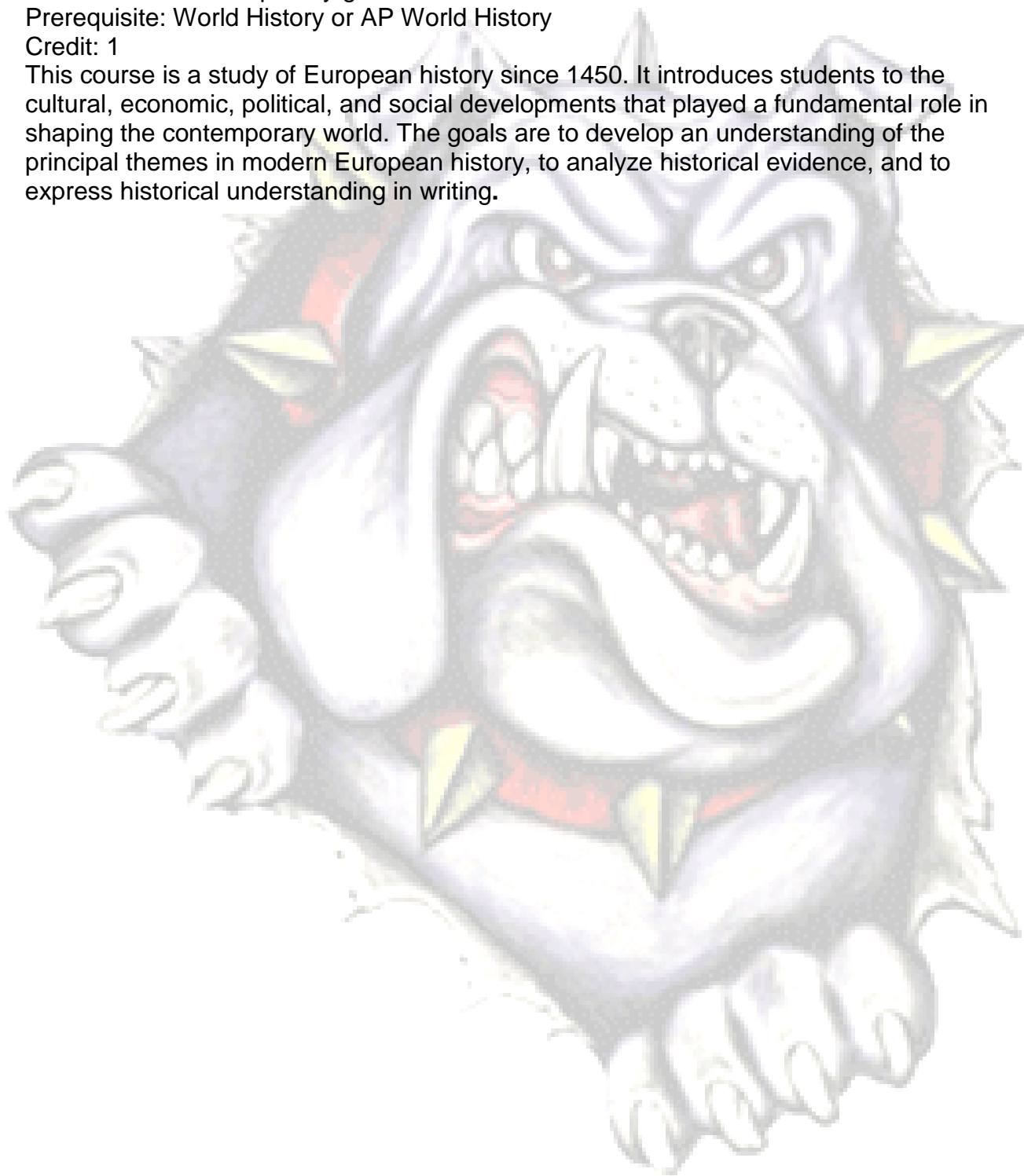
European History, Advanced Placement

Grade: 11 or 12 with priority given to 12

Prerequisite: World History or AP World History

Credit: 1

This course is a study of European history since 1450. It introduces students to the cultural, economic, political, and social developments that played a fundamental role in shaping the contemporary world. The goals are to develop an understanding of the principal themes in modern European history, to analyze historical evidence, and to express historical understanding in writing.



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Special Education Courses

Special Education courses are designed to meet the needs of students who qualify for services through state and federal guidelines.

The 1997 Individuals with Disabilities Education Act (IDEA) ensures access to the general education curriculum for students with disabilities at the secondary level. The 1997 IDEA also ensures the IEP process is focused on student participation in the general education curriculum at all levels.

High school core academic courses must be taken in general education for students who may apply for four-year college scholarships, including athletic scholarships.

Reagan High School has implemented an Inclusion program for all classes except in English, reading and math. The students are supported in the general education classes with content mastery/co-teaching, collaborative teaching and consultation. These services will be provided to all eligible students through the ARD process.

Fundamental English 1, Fundamental English 2, Fundamental English 3, Fundamental English 4

Grade: 9-12

Prerequisite: IEP placement

Credit: 1

This comprehensive program is designed for students who qualify through the ARD process for special education services.

Students are provided with individualized instruction to re-mediate and improve writing, and language

Fundamentals of Math 1, Fundamentals of Math 2, Fundamentals of Math 3, Fundamentals of Math 4

Grade: 9-10

Prerequisite: IEP placement

Credit: 1

These math courses address the individual needs of students who qualify through the ARD process for special education services. It includes practical math applications with emphasis on skill building and problem solving.

Fundamental Reading 1, Fundamental Reading 2, Fundamental Reading 3, Fundamental Reading 4

Grade: 9-12

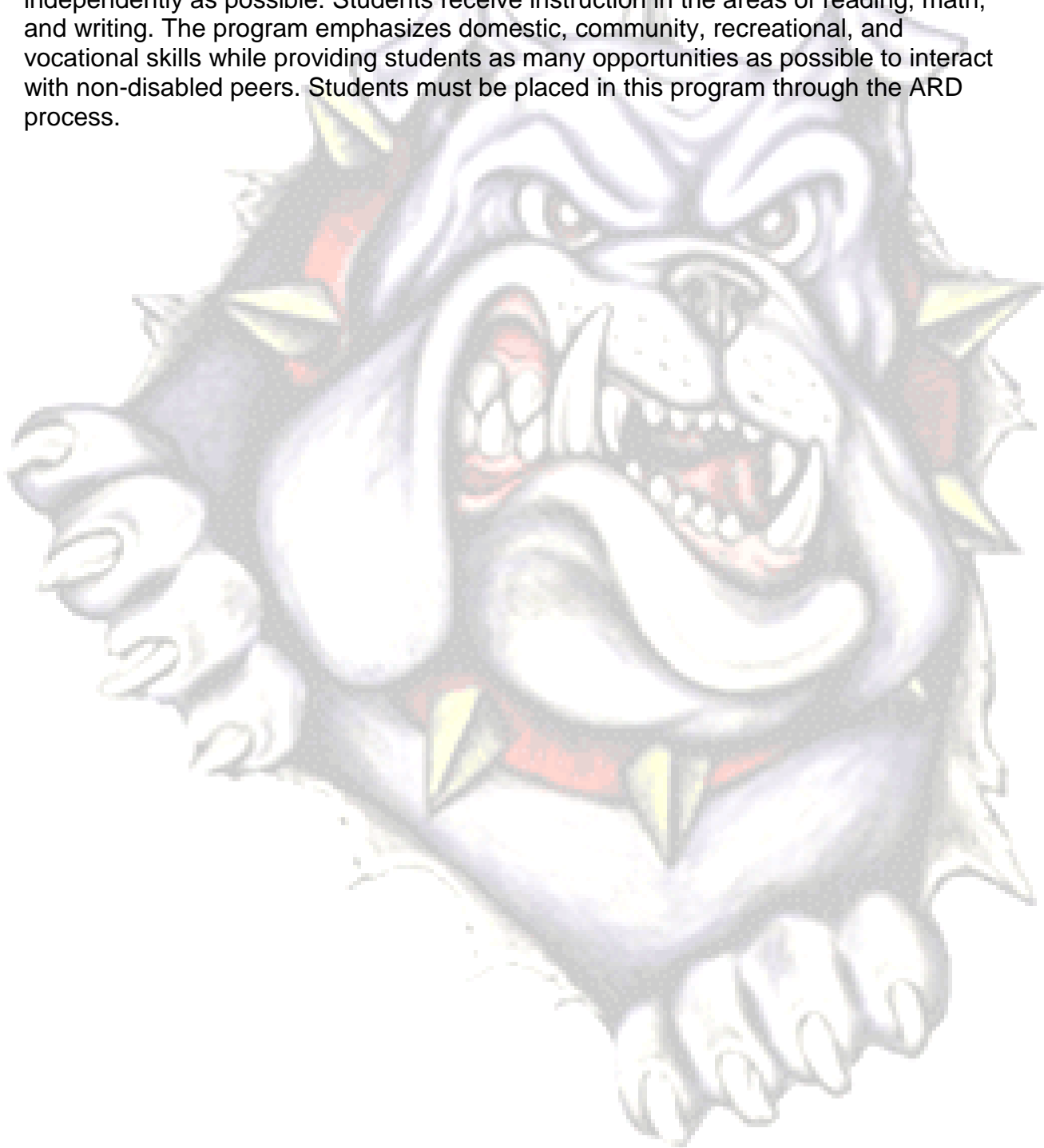
Prerequisite: IEP Placement

Credit: 1

This comprehensive program is designed for students who qualify through the ARD process for Special Education services. Students are provided with individualized instruction to re-mediate and improve reading and comprehension skills.

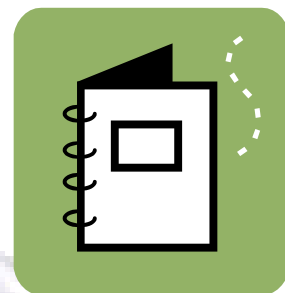
LIFESKILLS PROGRAM

The purpose of this program is to provide an educational program for students with moderate to severe disabilities. The program teaches students how to function as independently as possible. Students receive instruction in the areas of reading, math, and writing. The program emphasizes domestic, community, recreational, and vocational skills while providing students as many opportunities as possible to interact with non-disabled peers. Students must be placed in this program through the ARD process.



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Specialized Programs



Off Campus

Grade: 12

Prerequisite: Seniors must have adequate credits to graduate

Credit: Not for graduation credit

Seniors with adequate credits for graduation are allowed to take a minimum of up to 6 courses for state approved credit. This option allows seniors to come to school after the first period of the day or leave prior to the last class of the day. Students are expected to leave the Reagan campus during the off campus period.

PAL (Peer Assistance & Leadership) I

Grade: 11-12

Prerequisite: Instructor's approval

Credit: 1

An innovative peer helping course approved by TEA as an elective course for credit toward graduation, in which selective high school students in grades 11 and 12 are trained to work as peer helpers with other students either on their own campus or from feeder middle schools or elementary schools. Sophomores and juniors can apply by completing a application and submitting 3 recommendation letters. Contact Ms. Harlan in A153 for more information.

PAL (Peer Assistance & Leadership) II

Grade: 11-12

Prerequisite: Instructor's approval

Credit: 1

Students who have completed PAL I and have demonstrated pal-like skills in the role of a peer helper, confidentiality/liability issues, group dynamics, self awareness, listening and communication skills, helping strategies.

Student Leadership, (Required for Office Workers)

Grade: 11-12

Prerequisite: Instructor Approval and/or professional interview

Credit: 1 (State elective credit for first year, local elective credit for successive years)

The course provides an opportunity to study, practice, and develop group and individual leadership and organizational skills. These skills include decision-making skills, problem-solving techniques, communication skills, styles or techniques of leadership, and interpersonal relations. The students will develop an appreciation and understanding of the need for civic responsibility.



Vocational Adjustment Courses

The goal is to prepare students to enter the world of work so they can be as self-sufficient as possible upon graduation from high school. Students can perform well on a job if it is within the range of their abilities. They desire employment to establish their identity and independence. The class' underlying philosophy is that the best way for these students to prepare for future employment is to build successful work experiences while enrolled in high school.

Career Orientation

Grade: 9-10

Prerequisite: IEP placement

Credit: 1

Career exploration develops awareness of various jobs and career opportunities for all students. Career exploration activities include career fairs, counseling, field trips, presentations by guest speakers, job shadowing and unpaid work experience. Such activities help students develop a realistic understanding of the relationship between education and the world of work. The activities also guide in making realistic academic and career plans.

Pre-Employment

Grade: 10-11

Prerequisite: IEP placement

Credit: 1

This course is designed to provide various opportunities for students to explore the world of work without participating directly in it. The focus is on pre-employment rather than on on-site education and training. The students will consider their own abilities and interests, learn about various occupational options, develop appropriate skills and competencies, practice making work-related decisions and participate in work-related activities.

On-the-Job-Training

Grade: 11-12

Prerequisite: IEP placement

Credit: 1

Each Student continues with academic subjects, especially reading and math. In OJT classes, emphasis is placed on teaching students the necessary attitudes, habits, behaviors and skills required to obtain and keep a job in the community. The class will also provide opportunities for students to participate in a learning experience that combines classroom instruction with paid business and industry employment experiences.

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Student Clubs & Organizations

Art Club

Sponsor(s): Mr. Cook

Sponsor Room #(s): M145

Club/Organization Dues: To be determined

Description of club/organization duties or Purpose of club/organization: Club focusing on arts outside the school, trips to art museums/exhibits and volunteer opportunities with local arts organizations.

Book Movie Trailers Production

Sponsor(s): Library staff

Sponsor Room #(s): Library

Club/Organization Dues: None

Description of club/organization duties or Purpose of club/organization: Use technology to promote reading. Students will use technology to create a short movie, up to ten minutes, to advertise and get others to read their favorite books. The best movies will be entered in competitions online: SchoolTube, TeacherTube etc.

BPA (Business Professionals of America)

Sponsor: Ms. Pears

Sponsor Room M317

Club/Organization Dues: \$20.00

Description of club/organization duties or Purpose of club/organization: BPA promotes leadership competitiveness, and ethics. Students participate in a wide array of competitions such as Computer maintenance, Computer networks. It is nationwide organization where students are able to compete regionally, state wide, and nationally.

Business Professionals of America is the leading CTSO (Career Technical Student Organization) for students pursuing careers in business management, office administration, information technology and other related career fields. The Workplace Skills Assessment Program (WSAP) prepares students to succeed and assesses real-world business skills and problem solving abilities in finance, management, IT and computer applications.

Class of 2014

Sponsor(s): Rae Kupcunas & Shelia Burley

Sponsor Room #(s): M226 & M346

Club/Organization Dues: To Be Determined

Description of club/organization duties or Purpose of club/organization: Governing body of the Class of 2014. Coordinate activities (social/academic) for the class. Represent the class at student council.

Class of 2015

Sponsor(s): Byronica Pickney

Sponsor Room #(s): M345

Club/Organization Dues: To be determined

Description of club/organization duties or Purpose of club/organization: Governing body of the Class of 2015. Coordinate activities (social/academic) for the class. Represent the class at student council. Planning and organizing prom, senior trip and other activities.

Class of 2016

Sponsor(s): TBD

Sponsor Room #(s): TBD

Club/Organization Dues: To be determined

Description of club/organization duties or Purpose of club/organization: Governing body of the Class. Coordinate activities (social/academic) for the class. Represent the class at student council.

Class of 2017

Sponsor(s): TBD

Sponsor Room #(s): TBD

Club/Organization Dues: To be determined

Description of club/organization duties or Purpose of club/organization: Governing body of the Class. Coordinate activities (social/academic) for the class. Represent the class at student council.

Christian Student Union (CSU)

Sponsor(s): Jonez Harlan

Parent Sponsor: Phyllis Guy

Sponsor Room #(s): A153

Club/Organization Dues: None

Description of club/organization duties or Purpose of club/organization: Open membership (join anytime). Meetings Tuesday and Thursday 8:00- until the bell rings. Group of believers in Jesus Christ of many denominations who come to unite to be not only hearers but doers of the Word. Students will be making a difference by being the difference in our school and community by rendering service to others. Students participate in See You at the Pole and National Day of Prayer, 2 annual rallies for Thanksgiving and Resurrection week celebrations.

Debate

Sponsors: Mrs. Niggli and Mrs. DeLaCruz

Sponsor's Room: M306

Club/Organization Dues: To Be Determined

Description of club/organization duties or Purpose of club/organization: Reagan High School's Debate Team is currently a member of the National Association of Urban Debate Leagues. Research shows that Urban Debate Leagues have direct and life-changing benefits for the participating debaters. It narrows the academic achievement gap, encourages college attendance, and prepares them for success in a wide variety of career paths. Urban Debate League participants gain valuable interpersonal skills. Urban debaters will have the opportunity to demonstrate their highest levels of self-confidence and problem solving, flexibility in viewpoint, and a refined ability to think critically about the world around them. Academic debate fuses an enjoyable activity – the mental sport of debating – with the development of skills that pay off throughout life in important ways. The intellectual and interpersonal benefits of participating on a debate team are equipping a new generation of urban students with the skills, motivation, confidence and ambition to pursue a wide variety of careers. The Reagan High School Debate Team competes in a series of debates throughout the academic school year. Admission onto the Reagan High School Debate Team is through tryouts and teacher recommendation only.

DECA

Sponsor(s): Ms. Batts

Sponsor Room #(s): M324

Club/Organization Dues: \$16

Description of club/organization duties or Purpose of club/organization: DECA (formerly known as Distributive Education Clubs of America) is an international association of high school and college students studying marketing, management and entrepreneurship in business, finance, hospitality and marketing sales and service. DECA prepares emerging leaders and entrepreneurs in marketing, finance, hospitality and management in high schools and colleges around the globe.

Drama Club

Sponsor(s): Mr. Lynn Miller

Sponsor Room #(s): M 130

Club/Organization Dues: To be determined

Description of club/organization duties or Purpose of club/organization: We do the plays at Reagan! We need actors and technicians who can run the lights and sound and do costumes and props.

ECO Club

Sponsor(s): Shannon Flores

Sponsor Room #(s): A233

Club/Organization Dues: None

Description of club/organization duties or Purpose of club/organization: Work to improve ecological and environmental awareness in Reagan staff and students through community service recycling and educational endeavors. Field trips, scholarships, and weekend outdoor activities are also offered.

FBLA (Future Business Leaders of America)

Sponsor(s): Ms. Gray

Sponsor Room #(s): M325

Club/Organization Dues: \$15.00

Description of club/organization duties or Purpose of club/organization: A national student leadership organization which develops leadership skills, citizenship, interest in the free enterprise system, and competency in business education. Members participate in a variety of activities including job shadow programs, community service projects, and American enterprise projects. If you are interested in developing leadership, communication, and team skills, or simply looking for an organization to meet and network with others at the local and state levels, then FBLA is the organization for you.

German Club

Sponsor(s): Mark Johnson

Sponsor Room #(s): TBD

Club/Organization Dues: None.

Description of club/organization duties or Purpose of club/organization:

Enrollment in German is highly recommended. Purpose of club is to organize German related activities, trips (including future travel to Germany), and fundraisers, prepare for German competitions, and have fun doing all things German. German club meets every Wednesday after school.

H2BAM (How To Be A Man)

Sponsor(s): Ross Cullins, Marlon Watkins, Patrick Tesson

Sponsor Room #(s): M327

Club/Organization Dues: \$10-\$20 per month

Description of club/organization duties or Purpose of club/organization:

Mission Statement: The aim of H2BAM (How To Be A Man) is to develop and nurture academic and social excellence in adolescents. We believe every student will add value to Reagan High School, family, and community. We believe that every student should have post-secondary education as their goal.

Motto: To uphold a sense of brotherhood, loyalty, leadership, and service, within the school, family, and community.

Values: Respect, Integrity, Discipline, and Enthusiasm (R.I.D.E.)

Health Occupations Students of America (HOSA)

Sponsor(s): Mrs. Burley and Mrs. Pickney

Sponsor Room #(s): M346 and M345

Club/Organization Dues: \$20 (Competition fees are additional)

Description of club/organization duties or Purpose of club/organization: HOSA is a student organization whose mission is to promote career opportunities in health care and to enhance the delivery of quality health care to all people. Students have an opportunity to demonstrate their level of knowledge and skill by competing in health related events at the Area, State and National level.

Interact/Key Club

Sponsor(s): Ms. Kessler & Mr. Hogan

Sponsor Room #(s): A260

Club/Organization Dues: None

Description of club/organization duties or Purpose of club/organization:

International/local community service. Key Club is oldest and largest high school service leadership organization in the world. It helps teenagers cultivate leadership skills, develop friendships, and community service in their community. It is open to every student in the school.

J.E.T.S. (Junior Engineering Technical Society)

Sponsor(s): McSweeney

Sponsor Room #(s): A155

Club/Organization Dues: To be determined

Description of club/organization duties or Purpose of club/organization: JETS is a national non-profit educational organization dedicated to promoting engineering and technology careers to our nation's young people. As a prominent force at the secondary school level, JETS engages students in various engineering education programs that are an essential part of fostering the engineering profession. In 2008 JETS adopted the recommendations of the National Academy of Engineering *Changing the Conversation* report by creating and implementing a new three-prong approach to career discovery in engineering -- Explore, Assess, and Experience. Students in JETS programs are presented the opportunities to: understand how engineers make a difference in our world ([Explore](#)); see how their own talents and skills align to engineering majors and occupations ([Assess](#)); and participate in exciting real-world based competitions and activities ([Experience](#)).

National Honor Society

Sponsor(s): McSweeney

Sponsor Room #(s): A155

Club/Organization Dues: Community Service/Fundraising participation

Purpose of club/organization: John H. Reagan Chapter of the National Honor Society for High School and Junior Colleges; This organization enables students with a minimal overall GPA of 3.5 and outstanding character to further develop their academic, community service and leadership potential. NHS- it is more than GPA!

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Photo Club

Sponsor(s): Mr. Day

Sponsor Room #(s): M312

Club/Organization Dues: To be determined

Description of club/organization & duties or Purpose of club/organization: Photo club is for the photography enthusiast. We work together to share and learn more about photography. The club meets regularly to look at students' work and come up with projects. You could be the next paparazzi, journalist, or artist hope you have your camera!

Reagan String & Wind Ensemble

Sponsor: Joseph Lo

Sponsor Room: A273

Club/Org due: none

Description of club/organization duties or Purpose of club/organization: Reagan String & Wind Ensemble plays music from old-time classics by Bach, Mozart, and Beethoven, et al to contemporary classics by Beatles and Michael Jackson et al. The ensemble aims to enhance the school life of students in Reagan H.S. through making good music together, as a cohesive team. The ensemble will offer to play for school functions and the community around Reagan. Eventually, it may even go for music performance and cultural exchange tours.

Reagan Redcoats

Sponsor(s): Ms. Dawn Bennett

Sponsor Room #(s): G216

Club/Organization Dues: \$800 annually (broken into monthly installments)

Description of club/organization duties or Purpose of club/organization: Redcoats are a very disciplined, precision dance/drill team rich in history and tradition. We excel in a variety of styles: high kick, pom, and jazz as well as lyrical, modern, and hip-hop. Our movement is meant to be clean, unified, precise, and visual emphasizing the look of the team as a unit.

Robotics

Sponsor(s): Rachel Alexander

Sponsor Room #(s): M319

Club/Organization Dues: none

Description of club/organization duties or Purpose of club/organization: Meetings Monday, Wednesday, Friday, after school until 5:30pm. Meetings every week day during the FRC season (March-April). Robotics Club participates in building and programming robots for various competitions throughout the year, including VEX, FTC, and FIRST.

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Skills USA, Texas Association Chapter# 984 District# 8

Sponsor(s): Alan Hughes, Len Preston

Sponsor Room #(s): V103 & V105

Club/Organization Dues: \$ 23.50 Yearly.

Description of club/organization duties or Purpose of club/organization: Skills USA is a career and Technology Student Organization [CTSO]. Our mission and pledge is that Skills USA will provide opportunities for its members to become successful and productive citizens, employees and leaders. This is accomplished through a structured program of leadership training activities, communications and business partnerships

Student Council

Sponsor(s): DeVincent Idlebird

Sponsor Room #(s): M245

Club/Organization Dues: To be determined

Texas Association of Future Educators (TAFE)

Sponsor: Monica Hawthorne

Sponsor Room #(s): M323

Club/Organization Dues: To be determined

TAFE (pronounced "taffy") is a co-curricular statewide non-profit (501 c3) student organization created to allow young men and women an opportunity to explore the teaching profession.

The organization was created in 1984 so that the best and brightest high school students in Texas would have the opportunity:

1. To learn about the teaching profession, its opportunities, responsibilities, and its important role in our democracy.
2. To explore their interests and abilities in relation to the various fields of teaching.
3. To cultivate the qualities of character, service, and leadership which are essential in good teachers.
4. To learn how and where teachers receive their training, the cost, scholarships available, number of years required, certification requirements, and standards.
5. To study the lives and influence of great teachers.

We accomplish this by creating and supporting various activities, workshops, contests, scholarships and summer workshops.

TSA (Technology Student Association)

Sponsor(s): Ms. Gatewood

Sponsor Room #(s): M326

Club/Organization Dues: \$20.00 State/National dues annually

Description of club/organization duties or Purpose of club/organization: The Technology Student Association fosters personal growth, leadership, and opportunities in technology, innovation, design, and engineering. Members apply and integrate science, technology, engineering and mathematics concepts through co-curricular activities, competitive events and related programs.

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UIL Academics Team (Math) & Math Club

Sponsor(s): K.Y. Tan and P. H. Lee

Sponsor Room #(s): A215

Club/Organization Dues: None

Description of club/organization duties or purpose of club/organization: Learn from the coaches and peers about math topics superficially or not covered in the standard math curriculum. Compete in monthly UIL Academic competition in math, number sense, and calculator applications. Students may also compete in other math competitions like the AMC, UH High School Math Contest, and Rice Math Tournament.

UIL Academics Team (Science)

Sponsor(s): Sonja Vodehnal

Sponsor Room #(s): Varies

Club/Organization Dues: None

Description of club/organization duties or Purpose of club/organization: Compete in UIL academic events specifically covering science topics in Biology, Chemistry, and Physics. Benefit of being in Science UIL is a chance to earn a lettermen jacket and lucrative scholarships for college. The Varsity and Junior Varsity team meet every Thursday from 4:45-4:45pm.

UIL Academics Team (Social Studies)

Sponsor(s): Chad High

Sponsor Room #(s): M219

Club/Organization Dues: To Be Determined

Description of club/organization duties or Purpose of club/organization: Club will focus on a specific social studies topic and compete against other schools. Next year's topic will be Space Exploration.

UIL Academics Team (Spelling, Literary Criticism, and Ready Writing)

Sponsor(s): Chad High

Sponsor Room #(s): M219

Club/Organization Dues: None

Description of club/organization duties or Purpose of club/organization: Prepare for competition in spelling, literary criticism, and Ready Writing.

Whiz Kids (Academic Decathlon)

Sponsor(s): Pat Coley, Maricel Terre

Sponsor Room #(s): A217

Club/Organization Dues: Fundraiser participation required

Description of club/organization duties or Purpose of club/organization: The decathletes compete yearly with regional schools in 10 categories. Students compete with students by grade point average as well as a team. Each year the team competes by theme. This year's theme is Russia. Russian music is often played for the student body to become more aware of their world. Awards are given to the 4 highest performers in each of 10 categories and winners qualify for academic scholarships.

Youth and Government

Sponsor(s): Harlan Hogan

Sponsor Room #(s): M223

Club/Organization Dues: None

Description of club/organization duties or Purpose of club/organization: Our organization provides leadership to students that give them guidance to understand how to be responsible citizens when it applies to our government. We teach what the legislative process is by writing bills, preparing media presentations, and how the judicial courts operate. The results of those projects will be submitted to our district conference that will be attended by three hundred students from Houston to Beaumont-Port Arthur. Participation at the District Conference qualifies for you to be a part of the State Conference in Austin attended by 1200 students from around the state of Texas. We use the same facilities as our State Legislature and the pass a bill in order to let us use them. The YMCA sponsors Youth and Government and M D Anderson YMCA our school. We encourage student to join us.

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